


SIG Form 1–Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Kern		County/District Code: 15-63842
Local Educational Agency (LEA) Name Wasco Union School District		LEA NCES Number: 0641400
LEA Address 639 Broadway Avenue		Total Grant Amount Requested \$3,787,134
City Wasco	Zip Code 93280	
Name of Primary Grant Coordinator Susan Andreas-Bervel		Grant Coordinator Title Assistant Superintendent
Telephone Number 661-758-7100	Fax Number 661-758-7110	E-mail Address sandreas@wuesd.org
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee F. Paul Chounet, Ed.D.		Telephone Number 661-758-7100
Superintendent or Designee Signature 		Date August 26, 2010

Revised 8/26/2010

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

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Attachment #1: Letters of Support

Attachment #2: Stakeholder involvement documentation Attachment #2 contains meeting agendas, sign-in sheets, minutes where appropriate, and a summary of key stakeholder input.


Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
15-63842	Wasco Union Elementary School District	F. Paul Chounet, Ed.D.	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Wasco Union Elementary School District
Authorized Executive:	F. Paul Chounet, Ed.D.
Signature of Authorized Executive	

SIG Form 3–Narrative Response

Located in the Central Valley of California between Interstate 5 and Highway 99, lies the farming community of Wasco, approximately twenty-five miles north of Bakersfield. Wasco is a stable community, with a strong sense of community pride, known throughout the world as the Rose Capital. There is a beauty and grace when all the roses are splendidly blooming throughout the community. Wasco is also the farming hub of many other diversified crops, such as almonds, pistachios, sugar beets, grapes, cotton, and many varieties of fruits and vegetables. In addition to agri-business, the local school districts and a state prison are the major employers in the area. According to the City of Wasco's website, "Our schools, our mild climate, our excellent transportation, our growing economy, and our proximity to the sixth largest economy in the world all combine to make Wasco a great place to visit, a great place to work, and a great place to live."

The Wasco Union Elementary School District serves over 3,200 students in pre-kindergarten through eighth grades. Founded in 1904, the district is comprised of four elementary schools and one middle school. The district strives to provide a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement. Wasco Union Elementary School District is dedicated to educational excellence and the continuous academic growth of all students. The school facilities are exceptionally well-maintained and clean. Wasco is extremely proud of their award-winning food services department. Nutritious meals are cooked and served on site, which is well-appreciated throughout the district.

Palm Avenue Elementary School was identified as Tier I under the School Improvement Grant. We are fully committed to supporting improvement of achievement, and transforming Palm Avenue into a learning environment of academic excellence. Our efforts will be to establish multiple learning goals that reflect the complete range of knowledge, common skills, and abilities that all students are to understand and learn, regardless of their background, primary language, or culture. We view this as an opportunity, despite the fact that a Tier I designation is less than desirable. However, we are poised to meet the challenge, transform the culture, and establish strong partnerships with parents, students, and the community that will result in increased student achievement.

All interested parties agree it is time to transform Palm Avenue into a high-achieving school. The vision that will drive this transformation is "Academic Success for ALL Students!" Our Theory of Action is, "If we improve our skills to identify the correct entry level for every student in every lesson each day; deliver dynamic and appropriate instruction; assess and re-teach as needed, students will be engaged and successful in their learning and student achievement will improve."

i. Needs Analysis

Wasco Union Elementary School District (WUESD) completed a comprehensive needs analysis, enlisting the help of an external provider, Pivot Learning Partners (formerly

Springboard Schools). The needs assessment process built on the extensive needs analysis completed for the District Assistance Intervention Team (DAIT) Capacity Study in partnership with Kern County Superintendent of Schools (KCSOS) when the district entered that phase of Program Improvement. Both the DAIT capacity study and the subsequent additional needs analysis done for the SIG application process involved all stakeholders, including students, parents, teachers, principals, district office, school board members, and consultants from Pivot Learning Partners.

Instruments used in completing the needs analysis included:

- District Assessment Survey (DAS)
- District Assistance Intervention Team (DAIT) Interview Questions for Parent/Community
- Academic Program Survey (APS)
- Inventory of Services and Supports for Students with Disabilities (ISS)
- English Learner Subgroup Self Assessment (ELSSA) for the Wasco Union Elementary School District and Palm Avenue Elementary
- Student surveys for all Palm Avenue students in grades 4, 5, and 6
- California Healthy Kids Survey for Palm Avenue School

Other data sources used in completing the Needs assessment included:

- Interviews of parent leaders from School Site Council (SSC), Booster Club, and English Learner Advisory Committee (ELAC)
- Interviews with district support staff: Chief Business Official, Director of Technology, Director of Special Education, School Nurse, Migrant Resource Teacher, Probation Department Family Advocate
- Parent Workshop held May 4, 2010
- Meeting and interview with Teacher Leadership held May 4, 2010
- Meetings with staff held on April 20, 2010 and May 13, 2010
- Teacher Workshop held May 18, 2010
- Interviews with Palm Avenue leadership: Principal, Vice-Principal, and Academic Coach
- Interviews with consultants who have provided services to the school under Program Improvement: Pivot Learning Partners and Kern County Superintendent of Schools
- Longitudinal data: California Star Test (CST) and California English Language Development Test (CELDT) data including, Adequate Yearly Progress (AYP), Academic Performance Index (API), Annual Measurable Achievement Objectives (AMAO)
- Reclassification rates for English Learners
- Classroom observations by Assistant Superintendent, Pivot Learning Partners
- Student achievement data: Academic achievement trends in benchmarks, CST, CELDT, and report card grades
- Other student data: Referrals, suspensions, and attendance rates
- Demographic data: Socio-Economic Status, English Learner, Migrant, Mobility, Students with Disabilities, Parent Education Level, and other demographic data

- Teacher data: Analysis of teacher credentialing, advanced degrees, years of experience, and attendance rates
- DAIT Plan
- Collective Bargaining Agreement Between the Wasco Union Elementary School District and the Wasco Elementary Teachers Association/NEA
- Title II LEA Plan Addendum
- Title III LEA Plan Addendum
- Single Plan for Student Achievement
- School-Parent Compact
- School Accountability Report Card
- Comprehensive Safe School Plan
- Wasco Union Elementary School District A Guide for Parents and Students
- California Standards for the Teaching Profession

Upon announcement by the California Department of Education (CDE) identifying Palm Avenue Elementary as a Tier I persistently low achieving school, the superintendent held an initial informational meeting with the Palm Avenue staff on March 23, 2010, at which time he discussed the school's status, the possible intervention models, the district process, and the tentative timeline.

An overview of the School Improvement Grant for Palm Avenue was presented to the Board of Trustees at the school board meeting held on April 13, 2010. The board was given information on the persistently low achievement status and an outline for the work that would need to be conducted. District leadership outlined tasks, set a timeline for the work, and scheduled meetings at the school to discuss and receive input on the Intervention Models. The board approved a limited contract with Pivot Learning Partners to provide support to the assistant superintendent in completing the needs analysis and writing of the grant.

Pivot Learning Partners (formerly Springboard Schools) is a nonprofit education reform organization with a fifteen-year track record of turning around underperforming schools and districts. Through research-based training and coaching educational leaders from the boardroom to the classroom, Pivot Learning Partners (PLP) focuses on systems change. Pivot Learning Partner's combination of professional development, individualized, follow-up coaching, and data analysis research tools help educational leaders at all levels of the system build capacity within their schools and districts to raise student achievement and narrow the achievement gap.

The record of Pivot Learning Partners in improving schools is strong. PLP has offered a range of professional development and coaches services in partnership with Wasco Union Elementary School District, for the past three years. Upon examining the causes specific to the learning gaps in district-level student achievement, the goal is to transform all schools into solution based, research-based academic learning environments. We are striving for best practices that address equity through aligned systems, the Leadership Cycle, rigorous and effective instructional practices, student engagement activities, professional reflection, and data analysis. We are creating and building effective cultures of inquiry that address equity for all learners through the

application of data analysis and reflection to raise overall student achievement and narrow the achievement gap.

“It’s All About Student Learning!” is the motto of the Wasco Collaborative Cohort. The WCC is a Professional Learning Committee (PLC) dedicated to the improvement of student learning and closing the achievement gap for all students in the Wasco Union Elementary School District. Our focus is based on student learning in a systems-approach whereby administrators and teacher leaders from all five schools come together in a PLC with shared norms and values to discuss instructional leadership best practices. The meetings are facilitated by Pivot Learning Partners. In addition to the approximately twenty-five site participants, a DAIT member from KCSOS, and district office administrators are included as members. The WCC met five times this year for four-hour professional development seminars. Agendas have included such topics as Cycle of Inquiry (COI), Data Assessments and Achievement, Equity/Cultural Proficiency, Explicit Direct Instruction, SB472 Math follow-up, and Analysis of Benchmark Results for Focus Students. Additionally, teacher leaders provided updates in the following areas: Teacher Led UCLA Walk throughs, Writing Process, and English Language Learners. The WCC has provided a vital link to the transformational systems change within the district. As one participant stated, “I began coming to these meetings feeling uncomfortable. Now I look forward to hearing ideas being shared by others and the great things going on at other sites.”

Wasco Union Elementary School District was one of five districts in California to be awarded a state-wide competitive grant to provide professional development for teacher leadership through Pivot Learning Partners. The purpose of the Teacher Leadership Workshop Series is to support teacher leaders in:

1. Defining their roles in the district and school-wide equity effort to close the achievement gap and increase student learning.
2. Developing the knowledge and skills needed to successfully carry out their roles related to teacher professional learning communities.
3. Developing the technical skills to lead teacher professional learning communities using inquiry to improve instructional practices, increase student achievement, and close the achievement gap.

Pivot Learning Partner’s Teacher Leadership Series is a series of six workshops to gain a knowledge base of best practice such as PLC’s, Cycle of Inquiry, data assessments, facilitating data meetings, and how to implement professional development to raise student achievement.

The English Learner Network is another partnership collaboration sponsored by Pivot. In collaboration with Wasco High School, The EL Network functions as a PLC and members of each school team engage in the following:

1. Use tools for best practice in observing and recognizing current levels of access, rigor and student/teacher efficacy on campus.
2. Learn about and apply best practices in creating and sustaining an aligned systems approach to addressing EL expectation gaps and building asset rich learning cultures.

3. Plan for and apply monitoring activities and the use of appropriate measures to reflect on their effectiveness with EL students.
4. Examine school-wide accountability practices for equity.

The collaboration with the English Learner Network has been so influential, that the elementary schools have formed their own English Learner Network with support from KCSOS.

All schools in the district are still in varying years of Program Improvement. However, test scores from the Spring 2009 California Standards Test showed improved results in four of five district schools.

- Karl F. Clemens Elementary met Safe Harbor in all areas and froze in Program Improvement Year 5
- John L. Prueitt Elementary met Safe Harbor in Mathematics and all areas of English Language Arts except English Learners, and is in Program Improvement Year 4
- Teresa Burke Elementary met Safe Harbor in Mathematics and is in Program Improvement Year 1
- Palm Avenue Elementary met Safe Harbor in English Language Arts in regards to English Learners, and is in Program Improvement Year 5
- Thomas Jefferson Middle School did not achieve Safe Harbor in any area and is in Program Improvement Year 5

Support from Pivot, combined with other reform efforts within the district, has resulted in a sense of urgency and focus on increasing academic rigor and closing the achievement gap for all students. In fact, Pivot Learning Partners (PLP) has an excellent record of school improvement for Program Improvement schools. Thirty-eight such schools made safe harbor in 2007-08; nearly 12% of the 113 California schools that exited Program Improvement in 2008-09 were Pivot Learning Partners schools. The district's 3-year relationship with Pivot has provided a basis for information and recommendations contained within this application.

During initial interviews and the planning phase, district leadership and Pivot experts determined that it would be best to hold separate meetings for parents and staff to allow balanced, candid, and equitable opportunity for input. Meetings, workshops, and surveys began April 20, 2010. All stakeholders were involved, including certificated staff, classified staff, parents, community members, and students.

Throughout the process, the district has ensured that parents were welcomed as participating partners in the process. All communications were translated, agendas and sign-in sheets have been kept as documentation of stakeholder participation. For all meetings, parents were provided with headsets for simultaneous translation, translators were always provided, and the principal of Karl F. Clemens has served as the primary Spanish-language facilitator. In addition, administrators and program leads from across the schools and district have participated and taken ownership of the need to transform Palm Avenue around the new motto, "Champions for Change!"

Processes used for the needs assessment were collaborative, effective, and productive. Significant concerns were expressed by stakeholders that their school not be closed or closed and re-opened as a charter school. Many conveyed concern about 50% of the staff being transferred under the turn-around model. The overwhelming consensus is that improvement in classroom instruction, aligning services to students, empowerment of parents, and valuing the student voice will be the key to sustainable improvement. It was almost universally preferred by all stakeholders that their school, Palm Avenue, remain open without 50% staff turnover, and that the transformational model be the preferred model for the SIG application.

Based on the needs assessment, we understand and we are actively moving to build an extended collaborative professional learning community that will underpin improvement efforts beyond the three-year School Improvement Grant. As we plan for the 2010-11 school year, we know from our needs assessment that in order to change teacher practice and improve student achievement, we must have the depth and expertise within our leadership system that will sustain change. Capacity building and systems leadership development at the site with support from district personnel and resources will collaboratively build sustainability beyond the three-year period of the grant.

The following staff members (certificated and classified), community members, and consultants have been interviewed regarding their support role and had input into the need for capacity-building in transforming Palm Avenue Elementary:

Wasco Union Elementary School District

F. Paul Chounet, Ed.D., Superintendent
 Susan Andreas-Bervel, Assistant Superintendent of Educational Services
 Karen Evans, Chief Business Official
 Jan Hummel, Principal, Palm Avenue Elementary School
 Monique Polk, Vice-Principal, Palm Avenue Elementary School
 Debbie Escobar, Director of Special Education
 Rick Sanchez, Director of Technology
 Danny Arellano, Principal of Karl F. Clemens Elementary
 Brad Maberry, Principal of Teresa Burke Elementary
 Sam Torres, Principal of John L. Prueitt Elementary
 Rafaela Lopez, Principal of Thomas Jefferson Middle School
 Jennifer Long, Vice-Principal of Teresa Burke and Karl F. Clemens
 Lisa Ornelas, Vice-Principal of Thomas Jefferson Middle School
 Flor Luna, Migrant Resource Teacher
 Paola Llamas, District Nurse
 Becky Balderas, Community Liaison
 Brenda Phillips, Response to Instruction and Intervention Resource Teacher
 Cheryl Stephens, Vice-President - Wasco Elementary Teachers' Association;
 Site Representative, Palm Avenue Elementary School, Teacher
 leadership
 Mike Becerra, Teacher leadership
 Marianne Botts, Teacher leadership
 Carol Espitia, Teacher leadership

Elizabeth Irving, Teacher leadership
 Maria Maldonado, Teacher leadership
 Rhonda Marks, Teacher leadership
 MagdaElena Martin, Teacher leadership
 Steffanie Pemberton, Teacher leadership
 Lisa Rogers, Teacher leadership
 Vicky Chapman, Teacher leadership
 Darren Fager, CSEA President
 Dennis Stowe, CSEA Vice-President
 Jim Zervis, Wasco City Manager

Pivot Learning Partners

Joy Rose, Central Valley Project Lead for Wasco Union Elementary School District
 Nettie Sandoval, Site Administrative Coach for Palm Avenue
 Steve Weil, Central Valley Project Lead for Wasco Union Elementary School District
 Leah Barta, Research and Program Specialist, San Francisco Office

Kern County Superintendent of Schools

Kathy Caric, DAIT Lead, Director of Curriculum, Instruction, and Accountability
 Teresa Twisselman, DAIT Team, Coordinator of English Language Arts
 Marta Escobar, Coordinator of English Language Development
 Elva Hennessee, Title III Technical Assistance Provider/QEIA Coordinator
 Dr. Jill Hamilton-Bunch, Associate Dean, Point Loma University, EL Professional Expert/Consultant

The findings are sobering. Extensive work is needed to transform the persistently unacceptable low performance of this school. Wasco Union Elementary School District is fully committed to engaging in and supporting the work needed to increase academic achievement and narrow the achievement gap at Palm Avenue.

Summary of Student Achievement Data Spring 2009:

School	Student Enrollment	API	Decile	Similar Schools	AYP ELA	AYP Math
Palm Avenue	728	634	1	1	25.7	30.2
Teresa Burke	702	707	2	6	28.7	41.7
Karl F. Clemens	645	671	1	4	27.5	39.5
John L. Prueitt	507	740	3	6	34.4	46.6
Thomas Jefferson	656	699	3	5	33.4	32.3

Important data:

- Palm Avenue is the largest school in Wasco Union Elementary School District.
- Within the district, Palm Avenue has the lowest API and AYP scores.
- More than 100 API points separate Palm Avenue from the highest scoring school in the district.

- Math AYP at Palm trails the next school by 9%, the highest school by 15%,
- Palm Avenue has a similar school ranking of 1; all other schools in the district have a similar school ranking of 4, 5, or 6.
- Since 1999, Palm Avenue has only gained 151 API points.

Grade Configuration and Summary: Palm Avenue has already undergone a grade-level configuration change prior to the beginning of the 2007-08 school year. Historically, the school had been a 4-6 school, and the district reconfigured all elementary sites into K-6 schools. However, Palm Avenue took a dramatic loss of 54 API points following the 2006-07 school year, and has failed to regain those points back over the last two years. Since 1999, the school has remained at Decile 1 for 8 years, and has maintained a Decile-Similar School ranking of 1-1 during 5 of the 11 years since API began. While disbanding grade-level schools was a catalyst for change across the district, it failed to bring about reform at Palm Avenue.

Base API Year	Grade Configuration	Students Included in API	API	Decile	Similar Schools Rank
2009	K-6	470	634	1	1
2008	K-6	455	623	1	1
2007	4-6	969	667	1	6
2006	4-6	931	658	2	6
2005	4-6	935	639	2	7
2004	4-6	944	599	1	1
2003	4-6	891	592	1	2
2002	4-6	900	537	1	1
2001	4-6	781	525	1	2
2000	4-6	726	471	1	1
1999	4-6	696	483	2	5

Attendance:

School	Attendance Rate 2009-10
Palm Avenue	95.1%
John L. Prueitt	94.9%
Thomas Jefferson	94.4%
Karl F. Clemens	94.3%
Teresa Burke	93.5%

- Palm Avenue has the highest attendance rate in the district this year.

Student Demographics: The student demographics at Palm Avenue are not as challenging as most of the other schools within the Wasco Union Elementary School District. The English Learner population, at 46%, is the lowest of all the K-6 schools. In reviewing the student population by ethnicity, Palm Avenue has the second-lowest percentage of enrolled Hispanic or Latino and African American students. The

socioeconomic status for Palm Avenue is the second highest in the district, based on the percentage of students who receive free and reduced lunch.

For Students with Disabilities subgroup at Palm Avenue, 9% of enrolled students receive Resource Specialist Program services and 4% receive Speech services. Additionally, 50 students are on 504 plans for medical purposes.

Parent Education and Support: Analysis of needs assessment data indicates a reality gap between teacher perception of parents and the CST parent education data. The average parent at Palm Avenue reports that they have, at minimum, a high school education. Furthermore, 68% of parents report that they have a high school diploma, some college experience, or have a college degree. In fact, 29% of parents report they have attended school beyond high school, and 7% report being college graduates. Twelve families have parents with post-graduate education. Palm Avenue's parent education level is the second-highest in the district. Notably, the Wasco school with decile/similar school ranking of 1-4, Karl F. Clemens, reports that only 48% of students have parents with a high school diploma or higher. Karl F. Clemens outscores Palm Avenue, met Safe Harbor last year in all areas, and froze in Program Improvement.

This disconnect is also reflected in 4th-6th grade student surveys, administered in April 2010. As part of the Needs assessment, twenty questions were extracted from the California Healthy Kids Survey in specific areas to determine expectations, school safety, and school connectedness. Permission slips were sent home and 97% of students participated. Every teacher in 4th – 6th grades brought their students to the computer lab, where survey completion was facilitated by the principal and vice-principal to ensure consistency in administration. Based on survey results, 85% of students report a parent or some other adult cares about their schoolwork and believes they can do a good job. Additionally, 91% report that their parents want them to do their best and 98% plan to attend college or some other school after high school. It is evident that the parents at Palm Avenue hold the value of education in the highest esteem. They know and understand that this is the pathway for their children to lead successful and rewarding adult lives. They believe that public education is the cornerstone to an equitable future filled with unlimited possibilities. As one parent stated, "Economy and language are not the reason for Palm Avenue scores."

School Connectedness and Safety: The 4th – 6th grade student survey responses present a high level of concern regarding the way students feel connected and safe at Palm Avenue. When asked, "At my school, there is a teacher or some other adult who tells me when I do a good job," only 39% of students responded that this happens "all of the time." Approximately one third of the students surveyed feel they are seldom or never acknowledged for doing a good job.

Another survey question asked, "I feel close to people in this school." Only 32% of the students responded that they experience that connectedness all of the time, and 34% responded some of the time. Another survey question for students was, "Teachers at

this school treat students fairly.” 37% felt this way all of the time, and 30% felt this way most of the time.

Only 34% of students felt a part of the school all of the time, and 28% felt part of the school some of the time. Students would like to see more organized recreation, such as games or sports, and special interest activities, such as chess, checkers, art, and photography.

According to the 4th-6th grade surveys, only 46% of students felt safe at school all of the time and 27% of students felt safe most of the time. One student respondent shared these thoughts, “I think Palm Avenue Elementary School needs more yard supervisors because each time I turn around, I see kids getting pick (on) or being treat(ed) bad. So if you guys could do that, that would be helpful to the students and me.”

Discipline: During 2008-09, 1,007 referrals were processed through the Palm Avenue office as of April 30, 2009. Over half (53%) of those referrals were for “Defiance” and “Scuffling, Rough Play.” Palm Avenue had a suspension rate of 8%, compared to the district average of 6.4%. This suspension rate was the highest in the district, including the middle school.

A district-wide discipline plan, accompanied with staff development, was implemented at the start of the 2009-10 school year. The results are dramatic; 341 referrals had been processed through the Palm Avenue office by April 30, 2010. This represents a 66% reduction in referrals. Defiance and rough play referrals make up 41% of the referrals, a decrease of 12%. Suspension days have decreased by 38%. However, throughout the Needs assessment phase of this application, certificated staff expressed extreme frustration with student discipline, citing student disruption as the major contributor to lack of instruction and poor achievement.

Unannounced classroom observations and other “drop in” visits did not support the claims. Students at Palm Avenue are clean, alert, and well-dressed. Most students come to school with backpacks, and they are sitting in their seats politely, respectfully, and ready to learn. In general, students were compliant and attempting to complete assignments that were given to them by their teachers.

During all unannounced classroom visitations, not one student was witnessed to be disruptive, defiant, or willfully disobedient. Posted classroom rules predominated over student learning objectives and state standards. However, student survey results showed some interesting trends: 90% of students responded that they like to do things to be helpful at school, yet only 56% of the students were able to participate in creating their class rules. Additionally, 98% of all student indicated that they try to do their best at school.

Interviews with teachers, administrators, and consultants revealed an historical practice of removing students from the classroom. However, that practice is no longer acceptable and students are not allowed to lose valuable instruction time for minor

classroom or playground misconduct. Teachers are now responsible for implementing effective classroom management techniques with collaboration between and among the grade levels. Teachers may refer students to the office for severe violations or through the steps of a progressive district-wide discipline plan. A trend of teacher dissatisfaction with the newly implemented discipline plan indicates a need for ongoing staff development. Even though there has been a significant reduction in referrals, additional staff development is needed to create a culture of proactive behavior management that maximizes and protects instructional time in the classroom.

Current District/Palm Avenue School Staffing: Beginning in 2008-09, Wasco Union Elementary School District hired a new superintendent, dedicated to instructional reform. In December 2009, the district selected a new assistant superintendent with considerable expertise in curriculum and instruction and meeting the needs of English Learners.

Upon completion of the superintendent's first year in the district, he initiated critical steps of school reform by replacing three principals with full support of the Board of Trustees. A new principal was appointed to lead Palm Avenue into the first year of reform during the 2009-10 school year.

Palm Avenue's principal is supported by a half-time vice-principal and a half-time academic coach. Additionally, there are thirty-three certificated staff members, including general education, special education, academic intervention, music, and physical education teachers. The staff is experienced; almost half of the staff possesses a Master's Degree, and 82% of the staff have been teaching more than five years. All staff are considered highly qualified under NCLB and are certified to work with English Learners. In addition, according to the 2008-09 SARC, the average teacher salary at Palm Avenue is \$62,821, compared to \$58,174 for the Wasco Union Elementary School District, a variation of almost 8% due to the high level of experience amongst the certificated staff. The average staff member at Palm Avenue used 8.2 days of sick/personal leave time this school year.

Certificated FTEs	Average number of service years	Staff with > 5 years	Master's Degree	Certificated Staff at Column 10 on Pay Scale	Certificated Staff Highly Qualified under NCLB	Fully Credentialed Certificated Staff	Teachers Qualified to work with English Learners
33	14.88	27	16	13	33	33	33
		82%	48%	39%	100%	100%	100%

The district is supporting changes in Palm Avenue staffing for the 2010-11 school year. District teachers were offered a retirement incentive that resulted in four retirements at Palm Avenue. In addition, district principals and administrators worked together to develop a plan to transfer staff and fill vacancies from retirements. For Palm Avenue, this plan will allow for three teachers to transfer to other sites and five teachers to transfer in from other schools. Additionally, the principal is initiating grade-level changes to ensure positive teacher leadership at all grades. In total, 44% of teachers at Palm Avenue will be in a new position next year. To reduce loss of instruction time due

to intervention and leveled ELD student movement, the principal has reallocated classroom space in a more efficient manner.

Major Findings

Major Finding #1: District reform efforts have failed to bring about significant change in achievement at Palm Avenue.

Finding #1a: Palm Avenue has a similar school ranking of 1; all other schools in the district have a similar school ranking of 4, 5, or 6.

Finding #1b: The school has already undergone a grade-level configuration change prior to the beginning of the 2007-08 school year. While disbanding grade-level schools was a catalyst for change across the district, it failed to bring reform at Palm Avenue.

Finding #1c: Although Palm Avenue has an experienced teaching force that is considered highly qualified and certified to work with English Learners, the school continues to be underperforming when compared to the other schools in the Wasco Union Elementary School District and across the state.

Finding #1d: Over time, the district has provided extensive support to all schools in the district, including coaching, professional development, and outside consultant support services. Palm Avenue continues to be underperforming; however, teachers have expressed that they want affirmation of their hard work.

Finding #1e: Historically, there has been site overemphasis on annual minimum required gains for API. Staff has been insulated from the issues of federal accountability (AYP), subgroup performance, and resulting impact on student achievement. Even though teachers believe they were doing the best they could, working as hard as they could, using everything in their bag of tricks, student achievement results continued to trail behind similar schools in the district and statewide.

Finding #1f: In June 2009, the district took a proactive approach to Palm Avenue's persistently low achievement by replacing the existing site principal and selecting a new site administrator to lead reform efforts.

Major Finding #2: Under the leadership of the new superintendent, the district has moved toward transparency, rigor, and accountability in professional practices.

Finding #2a: The superintendent meets with each principal at the beginning of the year to set goals, including targets for student achievement. Ongoing monitoring and quarterly meetings on progress toward goals are conducted by the superintendent. Results are expected, and the level of accountability is rigorous.

Finding #2b: Beginning in 2010-11, all administrative evaluations reflect the outcomes of student achievement data.

Finding #2c: Academic Summits, held three times per year, have created a culture of transparency regarding student achievement. The parameters of the Academic Summits are based on the district's instructional action plan. The superintendent, in collaboration with the assistant superintendent and the principals, outline the expectations for the data presentations from each school. Each principal links his/her

data to ongoing assessments of student performance and the resulting student achievement. All administrators attend the Academic Summits which are held at each site and participate in ongoing discussions of professional best practices, analysis of student data, and next steps.

Finding #2d: The district has embarked on a progressive comprehensive reform movement to develop a transparent systems approach that will result in improved academic success for all students and strategically address the learning needs of our focus student groups.

Finding #2e: Paramount Farms has funded programs in the WUESD to increase professional knowledge and practice for administrators. Paramount Farms also provides direct grants to classroom teachers for innovative practices. Through employee roll giving (employees who voluntarily pledge a payroll deduction to the district), Paramount Farms matches the donation, which provides extra monetary support at the site level.

Finding #2f: A negotiated revision to the collective bargaining agreement approved the development of a new certificated evaluation tool that will be based on the California standards for the teaching profession.

Finding #3: Standards-aligned instructional materials are used for core instruction; however, curricular implementation is not consistently effective in supporting mastery of the state standards.

Finding #3a: It is clearly evident that state-adopted, district-selected, board approved standards-aligned materials are being used for core. However, there is a deficiency in the SBE-adopted intervention program for mathematics.

Finding #3b: In many classrooms, there were supplemental dittos in large volume.

Finding #3c: Minimal evidence of the use of teacher's editions was observed during instruction. In one classroom, however, a Reading-Language Arts Framework was being referenced in conjunction with the textbook for instructional purposes.

Finding #3d: At Palm Avenue, there is an emphasis on textbook-driven activity, rather than standards-based instruction.

Finding #3e: Many classrooms lacked evidence of standards and objectives posted to articulate learning outcomes for students.

Finding #3f: Based on findings, in order to ensure equity, rigor, and access for all students across the district, it is essential that specific, targeted areas of lesson design become the norm of instructional practice. In order to engage and support all students in learning, it is critical that curriculum is organized to support student understanding of subject matter. This is a matter of urgency, and district leadership will meet the first week of June to develop instructional non-negotiables for 2010-11 in all schools.

Finding #3g: The current language arts program is not yielding the desired results, despite extensive professional development that continues throughout the district. The Reading-Language Arts program does not contain sufficient resources to support achievement with English Learners, struggling readers, and students with disabilities in meeting the increasing AYP goals. The current ELD program has been implemented, yet it has not yielded adequate results to meet Title III AMAO targets. A new core

program with ELD is needed to meet the prescriptive needs of students and narrow the achievement gap.

Major Finding #4: Teacher-created curriculum pacing guides are provided at all sites for all teachers. Minimal evidence of coherence and fidelity to the pacing guides was observed.

Finding #4a: According to the APS survey item 3.1, the district “prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide...”, this item was one of the highest mean items with a score of 3.14. However, some felt the pacing was unreasonable, unrealistic, and only works with students ready to learn.

Finding #4b: During classroom observations, it was apparent that there is a critical need to strengthen the collaboration of lesson planning, pacing of instruction, and clearly articulated instructional outcomes.

Major Finding #5: Allocated instruction time is not maximized.

Finding #5a: Classroom observations reveal that there is not “bell to bell” instruction. Pacing of instruction is not brisk, precise, nor targeted to maximize time on task. Instruction time for core subjects needs to be protected from interruptions, disruptions, student events, and non-instructional processes, such as excessive time spent taking roll, distributing materials, collecting work, lining up, and tedious transitions.

Finding #5b: When looking for evidence of planning and implementing classroom procedures and routines that support student learning, daily instructional schedules were not posted in most classrooms. Schedules, when posted, usually consisted of time blocks with a subject and often did not include a standard, an objective, or class outline/syllabus.

Finding #5c: Transition time is not efficient, and teachers expressed concern that instruction time is lost when students are moved for leveled ELD and intervention. This loss was reported by teachers to be as high as 30%. It is evident that school-wide and classroom procedures and routines need redefinition and consistent implementation.

Major Finding #6: A disconnect exists between teacher perceptions, student beliefs, and parent expectations.

Finding #6a: Palm Avenue has the highest student attendance rate, the lowest percentage of English Learners, and the second highest socioeconomic status in the district. Palm’s parent education level is the second-highest in the district. However, the prevailing culture in the school is one in which many teachers consider the students (their background, their primary language, their cultural differences) a primary explanation for the achievement gap. This culture seems to be deeply embedded in the belief system of many staff members who do not perceive that another reality is possible.

Finding #6b: A recurring topic of concern from the teachers expressed during the numerous meetings in April and May, was lack of parental support, unmotivated students, and attendance. One survey respondent stated, “There appears to be no way

to address students who have no buy in or feelings of accountability.” However, in the student survey, 90% of 4th – 6th graders responded that they like to do things that are helpful at school. Additionally, survey results indicated the 98% of the students said there is a parent or some other adult at home who cares about their schoolwork and believes they can do a good job. This information, when combined with Palm’s high attendance rate presents a stark contrast to teacher perception regarding parental expectations and student engagement.

Finding #6c: Students at Palm Avenue have goals for their future and 98% responded that they plan to go to college or some other school after high school. Reflecting on these expectations, it is imperative that we collectively put our combined efforts and resources into a sustained and vigorous transformation. A sense of urgency, commitment, and belief is critical to increasing academic achievement and opening pathways for high school graduation and beyond.

Major Finding #7: There is general dissatisfaction with the current discipline plan and a perception on the part of many staff that the plan is ineffective.

Finding #7a: Although posted rules predominated over standards and objectives in many classrooms, conversations during many of the meetings held with staff focused around discipline. Disruptive and/or unmotivated students were often cited as the reason for Palm’s low academic performance.

Finding #7b: School-wide, there is a lack of focus on good first instruction and engagement strategies as a proactive way to prevent off-task behaviors that diminish student learning.

Finding #7c: Staff expressed frustration for not being able to send referrals to the office for minor offenses, and seemed at a loss as to how to put reasonable, related, and respectful consequences in place to deal with student misconduct.

Finding #7d: The referral process appears to be the preferred method of handling student discipline, and staff did not express concern about the impact of lost instruction time on student learning.

Finding #7e: Most students are not included in the development of class rules and therefore may not have ownership of them.

Finding #7f: The school must provide a safe environment that allows students the opportunity to have an instructional and social setting that is conducive to learning and fosters feelings of connectedness and fair treatment.

Major Finding #8: Parents at Palm Avenue want to be more involved in their child’s education.

Finding #8a: Palm Avenue needs to create a parent-friendly inviting atmosphere. Parents expressed concern that they often do not feel welcome at the school.

Finding #8b: Throughout the needs assessment, parents continually expressed concern that they feel like they do not know what is going on with their child academically. Often, they find out their child is struggling or falling behind when it is too late. Parents requested that the school launch a system that allows parents to access

up-to-date assessment and grading information online, as they have seen in neighboring districts.

Finding #8c: Parents requested to have more access to staff. The parents expressed a desire to hold more frequent parent conferences, at least with each grading period.

Finding #8d: There is a need to find ways to interact with and engage working parents. Parents were concerned that by the time they could meet with their child's teacher, the teacher is often not available.

Major Finding #9: The need for ongoing professional development for teachers at Palm Avenue is a priority.

Finding #9a: On the Academic Program Survey, the category, "Ongoing Instructional Assistance and Support for Teachers" had the lowest score of all survey categories. The language arts and mathematics items regarding coaching support were the lowest items within the category. This was an unexpected finding, considering the fact that Palm Avenue has a half-time Academic Coach on staff. Language arts support scored only slightly higher than mathematics.

Finding #9b: Site and district have provided a variety of professional development offerings over the years, yet successful, consistent implementation of strategies is not readily apparent. Resources need to be leveraged to put a monitoring mechanism and timeline in place that will regularly assess level of implementation and affect on student achievement results.

Major Finding #10: The district is developing a Comprehensive Aligned Instructional System, that will ensure alignment of human and fiscal resources in a way that will increase and support the instructional system at the school level with the goal of increasing academic achievement for all students.

Finding #10a: The district has adequate resources to effectively meet the needs of students at Palm Avenue, even students at risk for academics, behavior, attendance, social emotional concerns, during and beyond the school day. Under a Comprehensive Aligned Instructional System, the district aligns the following district functions to support the aligned instructional system at the school level: Accountability and Planning, Human Resources/Personnel, Use of Funds and Operations, Specialized Student Supports, Technology, and Governance.

Finding #10b: During interviews with district office personnel (administrative, certificated, and classified), the common theme emerged that we need to combine our extensive resources into a well-developed, collaborative, comprehensive system of direct services within our district and utilizing existing community resources. This system would include:

- Continuous professional development for staff in the area of Student Study Team process, legalities of special education placement, and understanding the tiers of service within the pyramid of intervention;
- Educate staff on specific medical needs of students;
- Provide counseling services through College Community Services and/or National Health Services;

- Gang Reduction and Intervention Program participation for students at-risk for gang affiliation;
- Extend Migrant programs and services, including community orientation for new parents and students;
- Provide ongoing training for instructional and non-instructional technology for certificated and classified staff;
- District-funded RtI² Intervention Resource Teacher hired in June 2010.

Finding #10c: To address the low academic performance at Palm Avenue, the district directed additional categorical funds for the school to provide increased intervention services for struggling students during 2009-10. Categorical funding from Title I, Title I ARRA, Reading First, Program Improvement Corrective Action, Title III Limited English Proficient, After School Education and Safety, and EIA has been leveraged to provide services and support to students and teachers. District support will continue through 2012-13, and all SIG funding will supplement, not supplant, current levels of funding.

Finding #10d: Beginning in August 2009, the superintendent articulated his goal of transforming the district into a Comprehensive Aligned Instructional System. He visited each school to share his vision. This progressive change has required maximizing of onsite and district human resources and the prudent blending of fiscal resources. Continued professional development is needed for the site and district administrative team to continue with sound fiscal planning and effective human resource management to increase student achievement.

Major Finding #11: In large part, the current teaching staff does not consistently deliver effective instruction that results in the students having the opportunity to master grade level state standards.

Finding #11a: Many teachers hold lower expectations for students based on socio-economic status, primary language, and other issues. As a result, the instruction lacks precise delivery, appropriate rigor, coherence, alignment, and scaffolding for student mastery of standards.

Finding #11b: Scaffolding strategies for English Learners, students with disabilities, and struggling students needs to be consistently implemented across all grade levels and in all classrooms.

Finding #11c: Parents expressed a concern that students who are mastering standards are not provided with relevant and meaningful extension activities.

Finding #11d: There is little observable evidence of subject matter content organized to support learning by bridging the gap between the curriculum and student prior knowledge and experience.

Finding #11e: Most classrooms lacked evidence of standards and objectives posted for instruction. Daily schedules, the current date, and an overall structure of basic instructional expectations were not evident or consistent school-wide.

Finding #11f: Conversations during the needs assessment meetings with teachers indicated an over-reliance on outside resources to meet academic intervention needs. Primary focus is on the need for pull-out intervention and more special education services, instead of good first instruction and immediate intervention by the classroom teacher.

Finding #11g: Instruction is generally presented without appropriate rigor or evidence of cognitive planning. It was evident that most instruction was delivered in an impromptu fashion due to lack of schedules or advanced organizers. Upon observation, it was evident that few grade levels had consistency; there was little evidence of collaboration, and minimal evidence of teacher plan books. There was a lack of rigor in academic language/vocabulary as modeled by the teacher, posted for instruction, or required as student responses.

Major Finding #12: Staff at Palm Avenue administers all the assessments required by the district in a timely manner. Common formative assessments that align to benchmarks need consistent implementation. Professional development is needed for teachers to develop their skills so they may collect, select, and reflect upon evidence of student learning.

Major Finding #13: There is a polarization within the staff between reforming the school into a place of high achievement and the desire to maintain the status quo.

Finding #13a: Collaboration based on the PLC model is still in the beginning stages. Some of the staff has welcomed transparency and de-privatization of practice. However, not all staff fully participates in the PLC philosophy and the power of collaboration. As a survey respondent expressed, “Too many meetings, too (sic.) structured, no privacy to discuss.”

Finding #13b: Cultural dissonance exists within the school. During the Teacher Leadership Series, the Teacher Leaders were positive, energetic, desiring a new direction, and ready to infuse the culture with progressive practices. Two days later, the superintendent met with the staff to provide information and updates regarding the SIG Transformational Model. The Teacher Leaders presented the new meeting norms. In spite of the norms, the meeting became heated when teachers who, even faced with the data, expressed the belief that gains in achievement over the years have been acceptable. From 1999 to 2009, the school gained 151 API points and has remained a decile/similar schools ranking of 1-1 or 1-2 for 7 years.

Finding #13c: There is a definite positive climate, although quiet, within the school. If nurtured, this positive force will have the capacity to lead the transformation, improve academic achievement, and change the belief system within the school culture. The momentum of these “Champions for Change” was evident at the staff workshop. Staff listed “teacher attitude”, “unprepared or underdeveloped lessons”, and “lack of definite stated planned incentives for behavior and achievement” as barriers to student achievement.

ii. Selection of Intervention Models

For Palm Avenue School, the Transformational Model was selected.

Transformational Model – This model is the most comprehensive and has a number of characteristics in common with the Turnaround Model, including a focus on professional

development, using data to identify and implement a research-based program, promote the continuous use of data, and increased learning time. District and site leadership believe that improving classroom instruction is the key to improving academic achievement. To help ensure success, site administrators collaborated to make staffing changes that were in the best interest of the district. For Palm Avenue, three teachers moved to other schools, four staff members retired, and the principal is initiating ten grade-level staffing changes.

Closure Model - Unlike many districts across the state, Wasco Union Elementary School District is not experiencing declining enrollment and currently has a student enrollment that is almost 70 students over May 2009. Budget constraints have forced increased class size and there are empty classrooms at some sites. However, with a student population of 728 students, Palm Avenue is the largest school in the district and houses 23% of the students enrolled in the district. Due to the district's size (4 elementary and 1 middle school), there is not adequate space to close the school and relocate the students to other sites. Therefore, the Closure Model was rejected as an option.

Turnaround Model - As a model option, this was rejected due to the small size of the district, lack of support from staff, and the allegiance of parents and students to their school. Beginning with the 2009-10 school year, Palm Avenue had embarked on the first steps of school reform as we cited in our earlier findings. If required to screen and rehire no more than 50% of the current staff, this shift would result in disrupting staff at the other elementary schools. With retirements, reassignments, and grade level changes, 44% of the staff at Palm Avenue will be in a new assignment for the coming school year. Parents and administrators expressed great concern about impact to the entire district if 50% of Palm Avenue staff were transferred to the other three sites. Other school sites have benefited from building collegial PLC practices that have resulted in significant gains in achieving Safe Harbor at the other schools.

Restart Option - The Restart Option was rejected due to lack of support for this option from the district and the local community.

As noted in the needs assessment, staff has not historically been effective with academic achievement results. The Transformational Model was determined to be the best match for Palm Avenue and the Wasco Union Elementary School District because it will mandate the building of teacher and principal capacity that will enable the school to:

- Create a common core belief that all children can learn, regardless of their socio-economic status, primary language, or other barriers to learning
- Establish a positive school culture for all stakeholders
- Provide a systems approach to leadership sustainability
- Collaborate around the effective use of standards-aligned materials, targeted interventions, curriculum pacing, and student needs
- Maximize learning time and increase the instructional day

- Support the continuous use of data to inform and differentiate instruction based on individual student needs
- Provide professional development in areas that will impact achievement, address the needs of the whole child, and bring the reform efforts to the classroom level
- Invite and encourage the active participation of families in the school community and associated activities
- Staff will receive ongoing, intensive professional development and district support for maximizing the utilization of the existing classroom technology, school-based technology, and district technological services
- Ensure that school staff receive ongoing technical support and district support
- Align all federal, state, and private fiscal resources to support school goals and academic achievement as outlined in the Single Plan for Student Achievement (SPSA).

The Palm Avenue Transformational Model addresses all nine of the required elements in the RFA and includes a number of permissible activities as well. Required activities are listed below each focus area along with permissible activities. Each activity is then aligned to the findings in section “i” by citing the findings by number so as to minimize narrative repetition.

All eleven of the required activities for the Transformational Model (as described by outline items “a” through “d” on pages 11 and 14 of the RFA) will be implemented. In addition, nine of the permissible activities from the Transformation Model as described in the RFA will be implemented in order to address all the findings that came from the needs assessment and create a robust model that will be successful. These twenty activities are listed, along with the relevant findings noted in parentheses in *italics*.

Required Activities – Linked to Findings

Developing and increasing teacher and school leader effectiveness:

Required Activity #1: Replace the principal who led the school prior to commencement of the transformation model. (*Linked to findings #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13*)

Required Activity #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. (*Linked to findings #1, 2, 4, 5, 7, 8, 9, 10, 11, 13*)

Required Activity #3: identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement, and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. (*Linked to findings #1, 2, 4, 5, 7, 8, 9, 10, 11, 13*)

Required Activity #4: Provide instructional staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated, instructional, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. (*Findings #3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13*)

Required Activity #5: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed with the skills necessary to meet the needs of the student in a transformational school. (*Findings #9, 10, 11, 13*)

Permissible Activity #2: Instituting a system for measuring changes in instructional practices resulting from professional development. (*Linked to findings #3, 4, 5, 6, 7, 9, 10, 11, 13*)

Comprehensive instructional reform strategies:

Required Activity # 1: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight. (*Linked to findings #2, 3, 4, 5, 6, 9, 10, 11, 12, 13*)

Required Activity #2: Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. (*Linked to findings #2, 4, 5, 6, 9, 10, 11, 12, 13*)

Permissible Activity #1: Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective. (*Linked to finding #2, 3, 4, 5, 6, 9, 10, 11, 12, 13*)

Permissible Activity #2: Implement a school-wide "response-to-intervention" model (*Linked to finding #3, 4, 5, 6, 7, 8, 9, 10, 11, 13*)

Permissible Activity #3: Providing additional supports and professional development to teachers and principal in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period. (*Linked to findings #3, 4, 5, 6, 7, 9, 10, 11, 12, 13*)

Permissible Activity #4: Using and integrating technology-based supports and interventions as part of the instructional program. (Linked to finding #3, 4, 5, 6, 9, 11)

Increasing learning time and creating community-oriented schools:

Required Activity #1: Establish schedules and strategies that provide increased learning time (Linked to finding #4, 5, 6, 7, 9, 10, 11)

Required Activity #2: Provide ongoing mechanisms for family and community engagement. (Linked to finding #6, 8)

Permissible Activity #1: Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies and others to create safe school environments that meet students' social, emotional, and health needs. (Linked to finding #6, 7, 8)

Permissible Activity #3: Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (Linked to findings # 2, 5, 6, 7, 8, 9, 10)

Permissible Activity #4: Expanding the school program to offer full-day kindergarten or pre-kindergarten. (Linked to finding #1, 3, 4, 5, 6, 9, 10, 11, 12)

Providing operational flexibility and sustained support

Required Activity #1: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. (Linked to finding #1, 2, 5, 6, 8, 9, 10, 11, 13)

Required Activity #2: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). (Linked to finding # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)

Process Used for Selection

Selection of the Transformational Model included extensive consultation with a wide variety of stakeholder groups, as also described under the narrative section on needs assessment. In the Required Activities section of this narrative, the required components of the Transformational Model are listed with the reference to the needs assessment analysis. Alignment of required activities of the model with the needs assessment analysis clearly demonstrates a compelling case to select the Transformational Model for Palm Avenue School.

The superintendent held an initial informational meeting with the Palm Avenue staff on March 23, 2010, at which time he discussed the school's status, the possible intervention models, the district process, and the tentative timeline.

An overview of the School Improvement Grant for Palm Avenue was presented to the Board of Trustees at the school board meeting held on April 13, 2010. The board was given information on the persistently low achievement status and an outline for the work that would need to be conducted. District leadership outlined tasks, set a timeline for the work, and scheduled meetings at the school to discuss and receive input on the Intervention Models. The board approved a small contract with Pivot Learning Partners to provide support to the assistant superintendent in completing the needs analysis and writing of the grant.

Two meetings were held on April 20, 2010. A staff meeting was held to give more information about the needs assessment and have staff complete the APS survey.

In the evening of April 20, 2010, a meeting was held with parent leaders from SSC, ELAC, and Booster Club. The district used questions taken from the DAIT Interview Questions for Parent/Community, English Learners, and Students with Disabilities. The purpose of the meeting was to discuss the persistently low-achieving status of Palm Avenue, and to obtain initial information from the parents regarding school services, resources, and parent involvement.

During the week of April 26-30, 2010, all students in 4th – 6th grades took a survey that included questions from the California Healthy Kids Survey. Parental permission to participate was granted to 97% of the students. The survey included School Connectedness and Safety, School-Based Assets, Internal Assets, and Home-Based Assets. In addition, staff throughout the district assisted in determining support capacity for change by participating in the DAS and ISS surveys.

On Tuesday, May 4, the Pivot Learning Partner Project lead conducted interviews with all support staff to determine level of service and the ability of the district to sustain current improvement efforts and support the SIG required activities. All district support staff was knowledgeable regarding their role in supporting student achievement. They made recommendations as to possible next steps for Palm Avenue and helped inform the district as to the choice of an intervention model. Additionally, DAIT staff from KCSOS was interviewed on several occasions during the application process regarding status of implementation, possible action steps, and selection of the intervention model.

A meeting was held on May 4, 2010 with teacher leadership. The district prepared an agenda and questions from the DAIT Interview Questions, DAS, and APS. The meeting was facilitated by the superintendent, the assistant superintendent, principal, vice principal, and three consultants from Pivot. The following questions were used as topics for discussion.

1. As the teacher leadership at Palm Avenue, how do we ensure that all students have standards-based materials in all of the core content area classes?

2. At Palm Avenue, what instructional strategies are used in the core programs which support our English Learners?
3. What evidence do you gather as a classroom teacher to ensure that Students with Disabilities have access to the core curriculum?
4. As the teacher leaders, how do you ensure that the California Content Standards are taught using standards-based instructional materials?
5. At Palm Avenue, what are the expectations of intervention programs and services for students who are not achieving grade level standards? What results do you expect?
6. What kind of resources do you have at Palm Avenue?
 - a. Internal resources – Instructional staff, all staff
 - b. External – District, consulting, professional development, business, non-profit organizations, etc.
7. What assessment data is used to place students in an intervention?
8. What assessment data is used to exit students from intervention settings?
9. How often is the progress of intensive students monitored and placement adjustments made?
10. What would be some suggestions for instructional schedules that could be implemented to increase instructional time?
11. What specific intervention strategies would you like to see in place?
12. What would you like to see from your external providers?
13. When you envision goals for student achievement, what are some ways that you could increase parent awareness and communication relating to student instructional activities and expectations?

The district held a parent workshop the evening of May 4, 2010. Fifty-seven parents were in attendance, and child care was provided. The district had prepared a carousel format, and eleven questions were created based upon DAIT Interview Questions and input from the initial meeting with parent leadership.

The following questions were presented in English and Spanish for parents:

1. What are some of the challenges you face in being involved in school activities?
2. What can we do to make school a pleasant place for parents?
3. What are some of the challenges you face in trying to be involved in your child's learning?
4. How can we better communicate with parents?
5. How can we help you better communicate with teachers and the school?
6. What are some of the challenges you face in interacting with the school regarding your child's achievement?
7. How can we help you better monitor your child's progress (i.e., attendance, grades, homework, discipline)?
8. What are some things the school can do to help students who struggle?
9. What can the school do to make it easier to help your child at home?
10. What programs would you like to see offered at Palm Avenue to help your child?
11. Is there anything else we can do to help make Palm Avenue a better place for you and your child?

English and Spanish-speaking administrators from across the district facilitated discussion of the questions with their assigned group of parents and charted their suggestions for school improvement. Three Palm Avenue teachers came to observe the meeting. The successful meeting went past the scheduled ending time, and many parents stayed up to an hour to continue conversations on how to improve achievement and parent partnership. Parents provided valuable and reflective insights that support the Transformational Model.

A public hearing was held at the Board of Trustees meeting on May 11, 2010, where a discussion included a summary of how the school arrived at the point of persistently low performance, requirements for each of the models, and the process the district had pursued with the extensive needs assessment. Several parents from Palm Avenue addressed the board. One parent had been present for the workshop and was very positive about the format and expressed appreciation at the opportunity to be involved.

Two additional meetings were held with staff at Palm Avenue School. On May 13, 2010, the superintendent met with the entire certificated staff to conduct staff development in the area of transformational change, and to address questions and concerns by staff. An additional staff workshop was held on May 18, 2010 to obtain input by the staff on possible actions that could facilitate the transformation of the school and raise student achievement.

A carousel format was used at the meeting, norms were reviewed, and staff numbered off into groups that would allow equal opportunity for participation. The following questions were used to engage staff in brainstorming:

1. What would you suggest that can be implemented to help all students learn and close the achievement gap at Palm Avenue?
2. How can we, as Palm Avenue teachers, meet the needs of all English Language Learners?
3. What would you suggest as ways that instructional time can be maximized, protected, and extended?
4. How is data used at Palm to make decisions regarding student instruction and entry/exit of interventions?
5. Tell us what kind of staff development you would like to see at Palm Avenue.
6. What are the barriers to student achievement?
7. Describe some possible solutions that would help you partner with parents to support student achievement.
8. What instruction do we provide to students who are one or more years behind?

The SIG Application was approved at a specially scheduled Board of Trustees meeting on May 25, 2010.

Through the selection of the Transformational Model, the district is seeking sustainable change by insisting on and supporting improvement in instructional practice at all sites in the district. Working in collaboration with Pivot Learning Partners there will be an all day workshop in June where instructional non-negotiables will be adopted for the entire district by all administrators. Effective August 2010, these district approved instructional non-negotiables will be implemented in all four elementary schools and the middle school. Establishing standardized expectations across the district will provide the foundation for the Transformational Model to be effective at Palm Avenue. These academic non-negotiables will help assure equity, coherence, fidelity, and rigor for all students, regardless of school attendance area. Through the positive support of parents, staff, and the community, the Wasco Union Elementary School District is confident that the Transformational Model will be successful and sustainable at Palm Avenue School.

iii. **Demonstration of capacity to implement selected intervention models.**

Wasco Union Elementary School District is completely committed to the full implementation of the Transformational Model at Palm Avenue School.

Under the leadership of the current superintendent, and with support and guidance from Pivot Learning Partners (as described in section “iv”) steady progress has been made in building the capacity of the district to improve student achievement. Notable transformational changes include:

- The district has shifted from a culture of privatization of practice into an accountability culture that places student learning first.
- A new assistant superintendent, who brings considerable experience in site and district leadership with similar populations, was hired in December to provide instructional district-wide leadership to support principals, teachers, classified, and support staff.
- Ineffective administrators will be removed.
- New principals have been hired with a clear focus on instructional leadership and raising student achievement.
- Leadership coaching has been and will continue to be provided to principals, Cabinet members and the Board of Trustees.
- Support staff focuses their efforts on removing barriers to student achievement and improving academic success through alignment of services.
- Academic Summits are held for transparency of data and practice.
- The formation of the Wasco Collaborative Cohort, a PLC of district administrators, site principals, and teacher leaders to further commonality of instructional practice.
- District and site administrator coaching and professional development with Pivot Learning Partners during the past three years.
- Teacher Leadership Series Grant through PLP to build teacher capacity in a shared leadership system.

With extensive and deliberate capacity building work at the Cabinet level, the district is well positioned to support successful SIG implementation at Palm Avenue.

Resources needed for the school to achieve successful implementation of the plan have been fully identified. Funding for the plan will come from a wide range of sources, including Title I, Title II, EIA, General Fund, and the School Improvement Grant. The budget and budget narrative describe the activities that will be supported by School Improvement Grant funds. All other activities will be funded by one of these other sources.

As referenced earlier, the district has the benefit of a collaborative partnership with Pivot Learning Partners and services will be expanded by SIG funds to provide the necessary support for successful and sustained implementation. Pivot Learning Partners will provide coaching to the Superintendent, Assistant Superintendent, principals, administrative support team, and the teacher leaders. Additional information is provided in section “iv” regarding Pivot Learning Partners.

Developing and Increasing Teacher and School Leader Effectiveness

1. Principal Replacement:

As previously mentioned, the current superintendent implemented staffing changes for the 2009-10 school year. The Palm Avenue principal was removed and the current principal, Jan Hummel, was chosen based on the following criteria:

- Highly visible administrator in the district
- Successfully supervised ASES after school program at the district level
- Identified by staff as a "problem solver"
- Strong curriculum and instructional background
- Extensive professional development background
- Effective management background
- Has worked in low performing schools and was successful as a teacher
- Has a "take charge attitude", tenacity, and good follow-through
- Positive demeanor and values parents
- Holds high expectations for students
- Willingness to address performance issues

To support the success of the principal in addressing performance issues, implementing the transformational model, and focusing on student achievement, job-embedded principal coaching will be provided by Pivot Learning Partners.

It is critical for everyone to understand how Palm Avenue must be transformed into a sustainable environment of higher achievement for all students. All stakeholders must understand and be connected to the plan, and understand how the work is significantly different than "business as usual." Work must be done as a team and everyone must understand their role and their expected contribution. The effort will include teambuilding, norms, roles, and responsibilities as key strategies to successful transformation.

The principal will work with the Assistant Superintendent and the PLP Project Lead to develop a communication plan that all stakeholders understand. Communication is key to transparency and the success of the messaging. Meetings will be scheduled with all groups, including teachers and support staff, students, parents, community, and board of trustees. The presentation will include the SIG requirements; grant funding, budget narrative, implementation chart timelines, and expectations for involvement and implementation for three years and beyond. The communication plan will include:

- Principal, Assistant Superintendent, and PLP Project Lead to create a SIG resource page on the district website, containing the SIG plan, implementation information, upcoming events, FAQs, and other important information
- Principal, Assistant Superintendent, and PLP Project Lead to create monthly calendar of all tasks and professional development to be completed
- Principal to meet with PLP site coach, Learning Director, Vice Principal, and Academic Coach to develop power point presentations on the SIG requirements, implementation expectations, and timelines
- Orientation with Leadership Team
- Certificated and classified staff meetings

- Invite parents to meetings, including SSC, ELAC, and Booster Club
- Conduct orientation with Student Council
- Share information with Superintendent's Administrative Cabinet and district support team
- Presentation and updates to the Board of Trustees on implementation timelines
- Include SIG progress updates on agendas for SSC, ELAC, Booster Club, Leadership Team, and Student Council

2. Use rigorous, transparent, and equitable evaluation systems:

The district has already negotiated a revision to the collective bargaining agreement to develop a new evaluation tool that will be based on California standards for the teaching profession. The assistant superintendent will be meeting with union representatives to agree upon a new tool to be implemented during the 2010-11 school year.

In addition to the CSTP in Year 1, the district will negotiate with the teacher's association an evaluation system that takes into account "data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement" for implementation in Year 2.

3. Incentives:

The district is prepared to reward school leaders, teachers, and other staff who increase student achievement.

- An opportunity to be part of a progressive initiative, with shared values and a strong commitment to meeting the learning needs of all children at the school as "Champions for Change!"
- Incentives for staff attendance based on a progressive scale, up to \$100 each quarter, to be given in a requisition for instructional materials/supplies.
- Teacher leader stipends, release time, and compensation for planning and conducting professional development.
- Paid professional development for all staff instead of release time.
- Additional paid planning and collaboration time.
- Options for flexible work hours and yard duty release.
- By the end of Year 1, staff who after ample opportunity, have not improved professional practice and engaged in the Transformational Model, may be subject to reassignment to another grade level based on the educational needs of the school or involuntary transfer options to meet the educational needs of the district, made available through the "Collective Bargaining Agreement Between the Wasco Union Elementary School District and the Wasco Elementary Teachers Association/NEA". This will become effective in Year 2 of the grant.

4. Ongoing, high-quality, job-embedded professional development:

Teachers, principal, and administrative team will receive extensive job-embedded professional development for each year of SIG:

- A "Teacher Leadership Series" follow up and implementation as provided by Pivot Learning Partners

- Culture and Team Building professional development for site staff
- Professional Learning Communities, Cycle Of Inquiry, Best Practices, and building leadership capacity for teachers and administrators provided by PLP
- Behavior Management , Classroom Organization, and Student Engagement
- Explicit Direct Instruction
- Framework Studies – RLA, Math, Science, Social Studies, Visual and Performing Arts, and Physical Education
- Teachers will receive training related to English Language Learners, such as ELD, Specially Designed Academic Instruction in English (SDAIE), and using the ELA/ELD Standards Maps
- Wasco Collaborative Cohort
- EL Network – secondary and elementary
- Training on the use of Online Assessment System (OARS) INSPECT formative assessment feature that enables teachers to use this technology tool to quickly design formative assessments based on the state standards.
- Balanced English Language Arts professional development on the newly adopted English-Language Arts curriculum, including the new English Language Development (ELD) components – McMillan/McGraw-Hill Treasures for K-6 and National Geographic- Hampton Brown Inside intensive intervention reading curriculum for grades 4-8
- Accommodations and modifications for students with disabilities and diverse learners, including medically challenged students
- Understanding issues related to poverty
- Directed activity-based Recess training and support
- Anti-Bullying and Asset Building Bullying at School
- Building parent, school, and community partnerships

Additional professional development each year:

Year 1:

- Framework Studies – Reading-Language Arts and Mathematics
- Classroom Management
- California Standards for the Teaching Profession
- Explicit Direct Instruction
- Lesson design and implementation
- ELD/ELA Standards Maps
- Checking for Understanding
- Academic Language
- Formation of EL Elementary Network, in collaboration with the secondary network, development of student voice piece of the network process
- Smart Boards, computers, and other classroom/site/district technological instructional tools
- Book studies - Ruby Payne, A Framework for Understanding Poverty, Classroom Instruction that Works by Marzano
- Administrative Walk Throughs with Pivot and other consultants/providers

Year 2:

- Classroom management follow up
- Lesson Study in RLA, ELD, and Math
- Professional Development in Bloom's Taxonomy
- Graphic organizers and writing
- Book studies, Dealing with Difficult Parents by Todd Whitaker, Strategic Teaching and Learning (CDE press), and A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives by Kathleen A. Cruikshank
- Book study for administrators, Instructional Rounds by City, Elmore, et al.
- Framework Study - Science and Social Studies
- Science and Social Studies - academic language, sentence frames, and integration with the core
- Administrative Walk Throughs with Pivot and other consultants/providers

Year 3:

- Classroom management follow up
- Framework Studies – Visual and Performing Arts, and Physical Education
- Book study, Instructional Rounds in Education, by City, Elmore, et al. The Art and Science of Teaching by Marzano, Results or Results Now by Schmoker.
- Framework Study – P.E. and Visual and Performing Arts
- Administrative Walk Throughs with Pivot and other consultants/providers

To protect instruction time, the district will make every effort to hold trainings before the school year begins, after school, and on Saturdays. Given the extensive amount of training that both teachers and administrators will be attending, it will be necessary to provide some substitute coverage for release time, and for teachers who need to make up training time. The district has an adequate pool of substitutes. Every effort is made to assign substitutes who are known and trusted by the teachers. These “preferred providers” are consistently assigned to the same grade level and teacher so they are more a part of the school community, appropriately trained to work at Palm Avenue, and will maintain a consistent environment for the students.

5. Recruit, place, and retain staff:

Teachers across the district will be allowed to work within the extended day/extended year program. At the end of Year 1, the district and consultants from Pivot Learning Partners will evaluate the level of instructional implementation based on the professional development conducted. For Year 2, the district will consider more flexible work conditions and work hours to extend the instructional day if instructional improvement is significant enough to allow for these adjustments. However, the major focus of maintaining consistency in fidelity and rigor during the regular school day will remain paramount. Through the building of a positive culture as “Champions for Change,” Palm Avenue will become a school where teachers in the district will want to work!

Permissible 2: Measure change in instructional practice:

An evaluation piece will be built into all professional development activities to set goals,

measure level of implementation, and determine further training needs by measuring observable change in instructional practice. An extensive evaluation will be conducted at least once each year to gather information regarding direct instruction practices, time on task, standards alignment, and support for struggling students and English Learners. Additional evaluations will include classroom observations, interviews with staff, and review of data.

Comprehensive Instructional Reform Strategies

1. Implementation of core and intervention programs

The Reading-Language Arts Toolkit and the Mathematics Toolkit were used as the foundation for the process in selecting new mathematics and reading-language arts curriculum for the district. In addition, district data was used to identify new instructional programs and strategies that are research-based, vertically aligned from one grade to the next, and that will meet the needs of the student population at Palm Avenue. As noted above, the teachers, principals and district administrators will be trained in these programs and strategies. They include:

- English-Language Arts at the elementary level: The current program no longer meets the instructional needs and lacks the resources to increase achievement. McMillan/McGraw-Hill Treasures, including 60-minutes of ELD instruction, needs to be purchased to provide increased vocabulary, writing, and support for English Learners. Increased intensive intervention lessons are included as part of the core and will be taught during the school day to meet the needs of English Learners and struggling readers. The new state adoptions contain appropriate levels of rigor and curricular alignment that will provide improved access to mastery of grade level standards.
- National Geographic- Hampton Brown Inside intensive intervention reading curriculum for grades 4-8 is needed for core replacement, and Steck-Vaughn Gateways will be implemented for special education in grades 4-8 for students who qualify.
- Mathematics at the elementary level: Houghton-Mifflin California Math
- A mathematics intervention program will be selected and purchased as required through the district DAIT plan.
- An instructional delivery methodology: DataWorks Explicit Direct Instruction, a research-based program that will be used throughout the school day to ensure access for all students to master grade level standards each day, including English Learners, students with disabilities, and struggling students.
- Response to Instruction and Intervention (RTI²) will be supported by a district-funded Intervention Resource Teacher, who will support all sites with implementing their Rtl² pyramid of interventions.
- The district will maintain the current level of coaching support with a half-time Academic Coach as provided in 2009-10 (not funded by SIG).
- A Learning Director (LD) will be added to the staff. This new administrative position will provide instructional assistance and ongoing support to all teachers in all subjects, primarily targeting English-language arts, math, and ELD. The LD will coach and monitor teachers in lesson design, deepen their knowledge of content and instructional delivery, model instructional strategies reflecting current

research, and support methods that engage students in constructing their understanding. (By the end of three years, this position will be phased out due to increased student achievement).

- Four half-time intervention teachers will deliver the Inside program to students (phased out over the years of the grant as student achievement increases).

2. Promote the continuous use of data

Supported by PLP, administrators and teacher leaders will promote the use of data to make instructional decisions. The staff will use district pacing guides as the foundation for standards-based good first instruction, common formative assessment, error analysis of common formatives, followed by immediate enrichment or intervention that is differentiated based on student need. Following reteaching, another common formative assessment will be administered. Continuous focus on standards instruction will yield stronger student results on benchmark assessments.

Following the CST and benchmark assessments, three Academic Summits will provide principals with the opportunity to share data results with the entire management team. Summary discussions will help design and put in place “dashboards” to allow access to data by teachers, students, and parents. The process will support Teacher Leaders facilitation of the Cycle of Inquiry to delve deeper into the data, focus on subgroup information, and determine best practices and next steps in raising student achievement.

The Learning Director (LD) will support and monitor teachers in the collection and analysis of assessment data from a variety of sources and use the data to inform instruction and monitor student learning. The LD will work with all site teachers in using assessment data to establish student learning goals, plan, differentiate, and modify instruction.

Permissible 1: Conduct periodic review of curriculum implementation

The district is fully prepared to support the principal of Palm Avenue in assessing standards-based instructional practices through curriculum implementation.

- An additional administrative position, Learning Director, will support the principal in monitoring curriculum, instruction, professional development implementation, and coaching support to teachers.
- The principal of Palm Avenue will require and review lesson plans weekly in all subjects at all grades.
- Regularly scheduled walk throughs with the principal of Palm Avenue will monitor fidelity of implementation and impact on student achievement.
- Implementation evaluations for professional development strategies will focus on standards-alignment and rigor, to collaborate that instructional materials are supporting student mastery of standards, and not merely focused on completion of an activity.
- UCLA Walk Throughs will be scheduled by teachers to provide peer support for instructional strategies and curriculum implementation.

Permissible 2: Implement a school-wide RTI² model

Wasco Union Elementary School District is committed to developing an RTI² model. In May 2010, a position for Intervention Resource Teacher was added. Under the direction of the Assistant Superintendent and the supervision of the principals, the Intervention Resource Teacher will support and assist teachers in providing intervention services to students. This district-level position will oversee the RTI² program in the district, provide support with formal and informal classroom assessments, assist in diagnosing academic problems, and plan appropriate instruction to meet intervention needs. Responsibilities include: oversee and monitor services delivered to students, assist with data analysis, and monitor student achievement to verify students are making progress with the prescribed interventions.

The Learning Director will work directly with the Intervention Resource Teacher to ensure access to assessment data, ensure diagnostic assessments are administered in a timely manner, and monitor the instruction and materials provided as intervention.

Permissible 3: Professional development to support students with disabilities and English Learners

In an effort to narrow the achievement gap for the Students with Disabilities subgroup, a special education review and analysis is necessary for the district to provide a quality program without additional burden on general funds. At Palm Avenue, it may be necessary to determine ways to reallocate existing resources while maintaining program integrity for all students. In order to effectively and efficiently serve students with disabilities in the least restrictive environment and monitor that over-identification of students is avoided; a thorough operations analysis will be conducted. This analysis will identify service delivery options that may be expanded or modified. Recommendations will detail how to reallocate resources and improve the overall effectiveness of the program that will yield results consistent with the district's core value of success for all students.

Professional development to support English Learners is also necessary and will be provided in a continuously scheduled calendar of activities. The district will contract with KCSOS and PLP for a wide-range of professional development services, including best practices, language objectives that support state standards in core instruction, and creating an effective ELD program. Collaboration between Palm Avenue and all other district schools will focus on sharing instructional strategies, classroom coaching, and effective data analysis practices.

Permissible 4: Technology-based supports and interventions

Palm Avenue will implement a technology-based instructional intervention for all students, such as SuccessMaker® by Pearson. Currently, the district does not have a program in place and had been reviewing several programs prior to the SIG notification. For Palm Avenue, the district is considering a program that goes beyond one-size-fits-all teaching to provide standards-aligned, research-based instruction to engage the

media-savvy learners in our classrooms. A comprehensive program will include the following features:

Full K-8 reading and mathematics curriculum - Support for all K-6 learners with balanced, integrated literacy instruction and highly visual, interactive math instruction.

Individualized learning sequence - Learners will experience dynamic movement through the courseware based on their individual performance.

Enhanced Reporting - The reports provide a more detailed view of student progress to round out the array of at-a-glance information available.

Truly Personalized Learning - A wealth of supportive features—including immediate, contextualized feedback, a learner-directed instructional sequence, rich audio and visual cues, and the power to automatically differentiate instruction—provides a high-quality, personalized experience for every student, including English language learners, students with disabilities, and students engaged in the RtI² process.

To meet the high student need and provide adequate opportunity, duration, and time on task, an additional computer lab will be added to the campus. All computer labs, staffed with a classified Technology Intervention Specialist, will be available to students before school and during lunch and recess on a voluntary basis. All classes will be assigned weekly computer time during the school day, and the program will be integrated into all after-school programs and extended learning times. Additionally, the program will be integrated with the availability of the extended library hours and parent education center. Professional development for instructional staff will provide training on the computer-based learning software that will be incorporated into universal access time in the regular classroom.

During the needs assessment, teaching staff requested additional professional development in utilizing the current technology available in their classrooms, such as Smart Boards. In order to make use of Smart Board more effective with the new curriculum, the purchase of remote controls will allow for greater teacher movement during instruction and speakers will provide greater flexibility in technology use. Additionally, student response pads will be introduced and allow for implementation of weekly common formative assessments, while decreasing the need for excessive photocopying.

Increasing Learning time and creating community-oriented schools

1. Establish schedules and strategies that provide increased learning time

Palm Avenue will offer creative opportunities to extend the school day and school year before school, after school, lunchtime and recess interventions, and summer acceleration academies.

Before School - Computer labs will be staffed with a classified Technology Intervention Specialist and the selected learning software program will be available to students before school on a voluntary basis. The library will also be open. In addition, teachers and classified staff will provide enrichment before school, such as Chess Club, Books

and Breakfast, Reading Buddies, and other activities that will support enrichment and academics.

After School – After school, while students work with learning software, teachers will provide small group instruction to targeted groups of students on diagnosed weaknesses in learning and reading comprehension. Paired Reading resources will be purchased, with technology support software, to increase comprehension, provide a balance between narrative and expository text, and enhance reading with academic vocabulary and valuable background knowledge. Additional staff will provide enrichment for students who are mastering standards, such as visual and performing arts, special interest clubs, and book studies of current popular children's literature from the California recommended reading list.

Summer Acceleration “Step Up” Academy: Step Up Academy from DataWorks -

The Step Up Academy (SUA) will provide an additional 15 days of instruction each year. This academy program was originally developed to prepare English language learners for the upcoming school year, thereby increasing their academic success. The approach was so successful that the philosophy and strategies are now aimed at helping all students succeed in the classroom.

While most summer school programs focus on remediation for struggling students, the SUA accelerates students and prepares them for the upcoming school year. During the Step Up Academy, students are pre-taught material they will encounter for the first time the following school year. By frontloading the curriculum, students are given a foundation upon which to build subsequent knowledge. Services from DataWorks include leadership and teacher training, pre-written lessons, workbooks, and all other necessary materials needed to effectively run a summer academy.

Teachers who participate in the program are trained in the use of research-based Explicit Direct Instruction strategies that will advance students' academic and cognitive growth. The training is then applied into practice in the academy classrooms. Teachers gain real-world experience in using research-based practices, and additional daily coaching and feedback sessions give teachers guidance on how they can further increase their instructional effectiveness.

Teacher leaders will determine the essential standards to be addressed in the Step Up Academy. DataWorks provides all lessons, enabling teachers to focus on applying the practices proven to facilitate student learning. All lessons are on grade level and the objectives come directly from the state standards. Teachers are provided with a manual that includes all the material in the student handbook plus a Power Point presentation of the lesson material.

2. Provide ongoing mechanisms for family and community engagement

To create a friendly, welcoming school atmosphere where parents are truly partners, Palm Avenue will implement a number of effective strategies, services, and programs to engage parents in the school experience:

- **Parent Center** – The school will create a Parent Center, open two nights per week, which will provide computer access, resources, activities, primary language books, and homework help for parents and students.
- **Extended Library Hours** – Palm Avenue will extend library hours to coincide with the Parent Center, to allow parents to check out books with their children and allow student access to Accelerated Reader.
- **Summer Library Hours** – The school will open the library to parents and students one morning each week over the summer. The principal and librarian will develop a summer reading program incentive to encourage students to read. The automated call system will be utilized to notify parents about library availability and hours of operation.
- **Student Planners** – Student planners will be used for all students in grades 1-6 to learn organizational skills and to keep parents notified of homework assignments. Student planners also will serve as a valuable home-school communication tool.
- **ABI System** – Internet-based communication tool available through the student information system, ABI allows parents to access up-to-date information about their child, such as attendance, tardies, grades, and assignments.
- **Additional Parent Conferences each Report Card Period** - Throughout the needs assessment, parents and teachers expressed a concern that more parent conferences were needed throughout the year. Palm Avenue staff will expand parent conferences beyond first quarter, to offer parents the opportunity to conference at semester and third quarter. The principal and Learning Director will develop incentives for parents, students, and teachers with the goal of getting 100% of parents to attend conferences during grading periods.
- **Parent Education** - Parent Education and Empowerment classes, such as Parent Institute for Quality Education (PIQE), will be offered to all parents at Palm Avenue. This powerful education series teaches parents how to engage in their child's education, provides them with strategies to discuss their child's academic progress, and gives information on how to navigate the education system. Over the duration of grant funding, parents will take a more active role in providing parent education workshops for their peers.
- **Parenting Support Group** – The Principal and Vice Principal will identify parents of at-risk students for inclusion in the Parenting Support Group, to establish consistency in home-school structures that can have a positive impact on behavior and engagement in school.

Permissible 1: Creating a safe school environment

According to the student surveys conducted during the needs assessment, the district and site must provide a physical environment where all students feel safe at all times. Students expressed a need for additional support on the playground to provide inclusion and decrease bullying. Referral and suspension data also support the need for additional asset building and professional development to provide more opportunities for structured activity during times when students are out of class.

- **Maintain Half-time Vice-Principal** – The district provides a half-time Vice Principal at the site, and will continue to maintain that district service through the duration of the SIG funding.
- **Activity Leaders** – Two Activity Leaders will be trained in Play-based professional development and provide organized activities on the playground before school, at recess, and during lunch to increase safety, increase feelings of student inclusion, and reduce bullying.
- **Conflict Mediation** - A Conflict Mediation program will be started to support students in learning to resolve conflicts peacefully, and have a positive impact on referrals and suspensions. Students in grades 5-6 will be recruited, trained, and be available on the playground to counsel students who have conflicts and mediate solutions.

Permissible 3: Improve school climate and discipline

Throughout the needs assessment, concerns were expressed about the need to improve the school climate and discipline process. Parents expressed a need for a warm, friendly school environment where they will feel welcome. Additionally, referral and suspension data, as well as feedback from staff support the need for behavior management training. Students also need to be included in the development of classroom rules and have more ownership in the school environment.

- **Behavior management training** – Professional development in Behavior Management will be provided for all staff. Strategies will help solidify RTI2 Tier 1, 2, and 3, behavior interventions. Evaluation will include implementation of strategies, referral and suspension rates, and student survey results at the end of Year 1, and used to design follow up training needs for Year 2.
- **Training for office staff in customer relations and communication** – The principal will meet monthly with office staff and provide inservice on customer relations, customer service, and communication. Staff will be sent to training or professional development, if needed.
- **Training for Student Council** – Student Council representatives will participate in the annual leadership training held at the local community college to increase positive student leadership at the school. Student Council will help develop innovative programs to improve the overall school climate and instill school pride.

Permissible 4: Expanding the school program to offer pre-kindergarten

Palm Avenue School currently offers full-day kindergarten to all students. Since many students come to kindergarten without any preschool experience, a morning readiness program to prepare students to enter kindergarten will be offered. Beginning in August 2010, the school will hold a two-week Kinder Camp to provide student orientation to the campus, gain experience with classroom routines and procedures, and introduction to targeted kindergarten standards.

Kindergarten Orientation for parents and students will be held before school begins. This will allow parents and students to meet the principal, teachers, visit the campus, and learn about the academic program. As an incentive, each student will receive a

homework packet with school supplies, a special book, and a “Welcome to Kindergarten” school t-shirt.

Providing operational flexibility and sustained support

1. Operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes

The principal will monitor integration of the SIG goals into the SPSA. The district will continue current practice of site-based management in regards to state and federal categorical spending. The district office and the county office will provide technical support and advisement to the principal in leveraging available funding to meet student needs.

2. Ongoing intensive technical assistance

The district has demonstrated capacity on how SIG funding and other available resources will be used to support the Transformational Model. The human and fiduciary resources will more than adequately support Palm Avenue in the full and effective implementation of the required and selected activities for the school's transformational model. Extensive information has been included in the narrative for the specific utilization of resources to support the planned school improvement activities. The successful implementation of strategies will be closely monitored as we use our implementation chart as a checklist for success.

- Pivot Learning Partners will provide coaching support at the site and district level. Included will be building site and district capacity for sustaining the work at the conclusion of the grant period, including expanding a community-wide collaborative of faith-based, business, service organizations, professional organizations, child services departments, Paramount Farms, and so forth, to provide support in achieving academic excellence.
- KCSOS will provide support with the development of Single Plan for Student Achievement, to design goals that will incorporate the required activities for SIG and DAIT.
- KCSOS will provide additional support at the district level through the monitoring of implementation.

iv. The External Provider

Throughout the SIG application process, perspective providers were contacted to discuss possible scope of service and level of support available. Numerous providers were reviewed for a wide variety of services and professional development. Criteria used for selection was the qualifications and experience of the consultants, record of effectiveness in providing support for school improvements, cost effectiveness, areas of expertise, and research base. The activities described throughout the budget narrative and implementation charts are the results of a thorough, rigorous, and judicious process for selecting the best research-based services and professional development to meet the specific needs at Palm Avenue, as identified in the findings.

Wasco Union Elementary School District chose to expand its work with Pivot Learning Partners (formerly Springboard Schools) to include external provider services for the Palm Avenue SIG application. The selection was based on Pivot Learning Partner's proven record of improving teaching and learning in underperforming schools and districts. Additionally, when it came time to select an external provider for the SIG work, Wasco Union Elementary School District was interested in a provider with the capacity to maximize the coordination and alignment of SIG activities, the DAIT work conducted through KCSOS, as well as other consultants for targeted areas of need. The support from Pivot Learning Partners is showing results in four of the five schools district-wide, as cited earlier in the needs assessment, and stakeholders expressed interest in maintaining consistency with current systems change practices.

The district began its working relationship with Pivot through a number of contracts that involved leadership coaching to principals and professional development opportunities. Through this work, the district came to learn more about the full range of services Pivot Learning Partners offers, including research-based best practices, professional development, coaching expertise, and an undying commitment to equity.

Pivot Learning Partners is a nonprofit education reform organization with a fifteen-year record of turning around underperforming schools and districts through research-based training and coaching for education leaders from the boardroom to the classroom, board members, superintendents, central office leaders, principals, and teacher leaders. With a key focus on systems change, Pivot Learning's combination of professional development, individualized, follow-up coaching, and data tools helps education leaders at all levels of the system build capacity within their schools and districts to raise student achievement and narrow the achievement gap among all subgroups. Through this systemic and sustainable improvement process, the district will ultimately turn Palm Avenue School into a vital place to learn, creating a future in which all students learn to high levels, and where race, class, language, and gender are no longer good predictors of educational outcomes.

In 1995, Pivot Learning Partners was founded as the Bay Area School Reform Collaborative (BASRC) with a \$50 million grant provided jointly by the William & Flora Hewlett Foundation and the Walter Annenberg Foundation. BASRC used these grant funds to develop the Cycle of Inquiry model, a data-based decision-making process whose effectiveness in improving student outcomes was documented through a five-year independent study conducted by researchers at Stanford University's Center for Research on the Context of Teaching (CRC). On this basis, Hewlett and Annenberg provided BASRC with a second round of funding in the amount of \$40 million. BASRC was the only one of the Annenberg Challenge sites to demonstrate statistically significant improvement in test scores, and the only site to be granted a second round of funding on this basis. With these funds, BASRC embarked on a new imperative to strengthen the focus on district-level change, and to build a sustainable business model to scale up the program. In responding to these new challenges, BASRC has always been an organization that responds to new challenges and has reinvented itself several

times, changing its name first to Springboard Schools to reflect a wider presence in California when it established regional centers in the Central Valley and Southern California in 2004 and 2005 respectively, and then to Pivot Learning Partners in 2009 with the launch of major district redesign projects.

Today, Pivot Learning Partners operates a core District Partner program that consists of a statewide network of some fifty districts, in which Pivot Learning Partners has demonstrated the most significant impact on student achievement. Through long-term partnerships with districts across California, Pivot Learning Partners brings together its core operating principles of research, professional development, and coaching to create a customized package of support for district-level and district-wide change. Analysis of data from District Partners has shown that these districts consistently improve at a faster rate than the state as a whole.

Pivot Learning Partners' record in improving schools is equally strong. In fact, Pivot Learning Partners has an excellent record of school improvement for Program Improvement schools. Thirty-eight such schools made safe harbor in 2007-08; nearly 12% of the 113 California schools that exited Program Improvement in 2008-09 were Pivot Learning Partners schools. The district's 3-year relationship with Pivot has provided a basis for information and recommendations contained within this application.

v. Align Other Resources with the Selected Intervention Models

The district has fully identified the resource needs to achieve successful implementation of this plan, which will build upon current site and district reform efforts. Funding for these initiatives comes from a wide range of sources including: General Fund, Title I, Title II, Title III, EIA, and other categorical allocations. The district will maintain current staffing, funding, materials, and technical support. All SIG funding will be used to provide additional services and supports to students and staff that will supplement current resource levels. The budget narrative and implementation chart show the activities that will be supported by School Improvement Grant funds. All other activities will be funded by site or district general fund or categorical programs. The revised Single Plan for Student Achievement will reflect a cohesive, comprehensive effort to maximize all fiscal and human resources to increase student achievement.

As noted in the LEA Budget Narrative, only minimal SIG funding for grant coordination by KCSOS and district indirect costs will be kept at the district level. The majority of SIG funding will be channeled to the site. District administrators will be responsible for ensuring the coordination of SIG with other categorical funding to provide maximum effectiveness in the use of all resources. The Assistant Superintendent will have the lead for this responsibility. The following staff, paid by district general and categorical funds, will provide onsite and technical support for Palm Avenue, at no cost to SIG:

- Superintendent
- Chief Business Officer
- Assistant Superintendent for Educational Services

- Director of State and Federal Programs
- Director of Technology
- Director of Special Education
- Director of Food Services
- Director of Maintenance, Operations, and Transportation
- Principal of Palm Avenue
- Vice Principal of Palm Avenue
- School Nurse
- Migrant Resource Teacher
- Academic Coach
- School Psychologist
- Intervention Resource Teacher

vi. Align Proposed SIG Activities with Current DAIT Process

The district DAIT Provider is Kern County Superintendent of Schools, and the School Improvement Grant External Provider will be Pivot Learning Partners. Pivot consultants and KCSOS attend all meetings held for the purpose of DAIT or SIG, thereby collaborating on the coordination of DAIT services and SIG activities. Additionally, KCSOS staff was interviewed on several occasions throughout the SIG needs assessment as to current levels of implementation, possible action steps, district capacity, and recommendations for the selection of the intervention model.

School year 2010-11 will be Wasco Union Elementary School District's fourth year as a DAIT designated district with KCSOS as their DAIT provider. Correspondingly, school year 2010-11 will be the fourth year that Pivot Learning Partners has been involved in district improvement efforts. The Pivot "Scope of Work" will assure that activities work in conjunction with DAIT goals, to comply with the expectations articulated by the California Department of Education (CDE) for Local Education Agencies (LEAs) in Corrective Action of Program Improvement. For 2010-11 the "Scope of Work" for both Pivot Learning Partners and KCSOS will be expanded to include support and technical assistance for the implementation of SIG activities.

During the period of SIG funding, each regularly scheduled DAIT meeting agenda will include a specific item on monitoring and reviewing SIG activities and their alignment with DAIT recommendations. Pivot consultants and KCSOS attend at all meetings.

vii. Modify LEA Practices or Policies

The SIG application outlines activities that will increase student achievement, teacher effectiveness, and parent involvement. In order for Palm Avenue to implement the SIG plan fully and effectively, minimal changes in LEA Practices and Policies are necessary:

- Flexibility for teachers through a range of incentives (as described earlier)
- Additional administrative support for the site principal
- Hiring additional staff (e.g. extra intervention specialists)

- Creating a pool of “preferred provider” substitutes to minimize disruption
- Additional instruction time during the week, and additional days of instruction
- Additional teacher planning and collaboration time

These changes in practices and policies have already been approved in concept, by district and site administrators, as well as teacher leadership and parents. These changes do not require any altering of the collective bargaining agreement.

Although the development of a standards-based evaluation tool for certificated staff has already been agreed upon, the district will enter into contract negotiations during 2010-11 to include student performance data in the evaluation process. Please see p. 94 of the Implementation Chart. The superintendent held an initial meeting with 2010-11 union leadership in June.

viii. Sustain the Reforms after the Funding Period Ends

As noted on Form 8 of this application, Wasco Union Elementary School District is submitting a waiver to extend the funding through September 30, 2013.

During the three years of the grant, much of the focus of the SIG activities is to build human resource capacity in the school and district that will sustain the improvements beyond the length of the grant. As shown on the budget, a large portion of the funds will be spent on training and professional development over the three year period, in addition to additional instruction for students to accelerate achievement. This intensive amount of training and professional development is not intended to continue past the three years, and should not be needed at that level. Throughout the duration of the grant, the school and district will focus on increasing proficiency in practice during Year 1 and Year 2. By Year 3, the district plans to remove adult-level scaffolding that has been put in place to increase student achievement. Building capacity with systems change places effective practice at the classroom level:

- Meet the needs of the whole child
- Provide good first instruction based on state standards
- Intervene immediately with a prescribed response as part of the regular school program
- Intensive intervention provided to an extremely limited number of students who did not respond to initial instruction and reteaching
- Meet social and emotional needs of all students
- Engage in effective and efficient data analysis to make immediate adjustments to the instructional program

Only limited interventions outside the school day and a normal amount of job-embedded professional development should be required and can be amply supported through district funds at the end of the grant (e.g. Title I, Title II, EIA, and General Fund).

In contrast to 2009-10, in 2013-14, Palm Avenue will be completely transformed. There will be clear demonstration of their motto, “Champions for Change!”:

- Strong, effective instructional leaders, including not only the principal but a cadre of teacher leaders
- Talented, well trained staff

- A culture of learning – where accountability is observable, and advancing student learning is the primary outcome
- An instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California’s adopted academic standards
- Effective instructional practices to meet the needs of all children, including strategies for teaching academic content to EL students and students with disabilities
- Strong, effective ELD that is aligned with their English-Language Arts curriculum,
- Effective intervention plans that address the needs of students and allows them to get the help they need when they need it
- English-Learners (ELs) and Students with Disabilities (SWDs) have access to a rigorous core curriculum
- Create vibrant Professional Learning Communities that support continued learning and growth
- Utilize student data on a routine basis to inform and adjust instructional practices
- Instill a strong sense of school pride
- Become a school that models high professional standards for all staff and the profession of teaching is viewed as a transparent practice within a professional learning community
- Continually draw on “best practices” to address new challenges
- Create a welcoming and caring environment for staff, students and their families
- Parents are empowered and involved in their students’ education
- Parent leaders take an active role in parent education and support to their peers
- Engage families and community members in partnerships that support student learning

Within three years, transformational change will be alive within a vibrant engaged school community of active learners, invigorated teachers, involved parents, and community members. “Champions for Change” will become a reality and the improvement efforts will be the result of a focused collaborative effort. Palm Avenue will become a model school where parents want their children to go, students have a strong sense of connectedness, and staff have intrinsic pride in a job well-done based on the high numbers of proficient students who are academically prepared to meet the challenge of future schooling.

The district and the teachers’ union may negotiate on a number of the successful “best practices” emerging from this model, hopeful that some of the design features in the Transformational Model can become part of the normal contract and normal policies and procedures for the entire district.

ix. LEA’s Annual School Goals for Student Achievement

The annual goal is to reduce the percentage of students who are non-proficient in reading-language arts and mathematics by 10 percent or more from the prior year, for all students and for each subgroup in grades 2-6, as measured by the California Standards Test.

Additionally, site and district leadership will monitor student achievement results in grades K-1 for increases in students meeting grade level standards as measured by local assessments, decreasing the percentage of students who are non-proficient by a minimum of 10% each year. For reading-language arts, 2010-11 local assessments will be the baseline for this achievement target due to a new curriculum adoption and refinement of benchmark and pacing.

Students who are two or more years below grade level will achieve two years of academic growth for every year of instruction. Site administration, district leadership, and the Intervention Resource Teacher will monitor these students to ensure fidelity in curriculum implementation and achievement results.

Work has been completed by teacher leadership to refine the benchmark and pacing process for 2010-11. This process will provide a strong foundation for effective monitoring of student achievement as a predictor of state testing results. In addition to ongoing PLC meetings at Palm Avenue, quarterly Academic Summits will be used to monitor achievement at the district level. All administrators, PLP consultants, and KCSOS DAIT providers will attend all Academic Summits and participate in candid discussions regarding implementation and next steps in the school improvement process for Palm Avenue.

Ongoing monitoring of the Year 1, Year 2, and Year 3 implementation charts and timelines will be conducted by the superintendent, assistant superintendent, PLP consultants, and KCSOS staff to verify that the plan is followed and the impact to student achievement is evaluated and analyzed.

x. Serving Tier III Schools

Not applicable at this time.

xi. Consultation with Relevant Stakeholders

The process for the selecting the Transformational Model involved extensive consultation with a wide variety of stakeholders. Based on initial input, the district narrowed the choice to the Transformational Model and the Turnaround Model. As there are features in common to both models, further meetings were held to gain input on perceived barriers to achievement and on features and activities that would make either Model successful. The meetings and stakeholders are listed below. Please see attachment #1 for letters of support from the community, and private and public entities prepared to support the efforts at Palm Avenue. Attachment #2 contains meeting agendas, sign-in sheets, minutes, summary of key stakeholder input, and survey results. Our collaborative process did not involve the rejection of any input. All input was documented, valued, and included as part of the Needs Assessment or plan for the Transformational Model.

"I want the best of this school for my brothers and my cousins."
-6th grade student at Palm Avenue

Date	Purpose of Meeting	Stakeholders
April 8, 2010	Organizational Meeting	Palm Avenue Staff
April 13-14, 2010	Walk Through at Palm for needs assessment	Assistant Superintendent Pivot Learning Partners
April 20, 2010	Staff Complete Survey – Room 13 Computer lab	Palm Avenue teachers
April 20, 2010	Meeting with Parent Leaders – Library	Parents leaders from SSC, ELAC, and Parent Booster Club
Week of April 26 - 30, 2010	Survey week	4 th – 6 th grade students
April 28, 2010	DAS and ISS Surveys	District Staff
May 4, 2010	Teacher Leader Meeting	Palm teacher leadership
May 4, 2010	1 st Public Meeting – Workshop Format	Parents
May 4, 2010	Pivot consultant interviewed district support staff and DAIT providers	Pivot consultant District office directors, coordinators, nurse, migrant resource teacher, community liaison, and KCSOS staff
May 11, 2010	2 nd Public Meeting/Board Meeting	Board members, parents, teachers, classified staff, administrators, community members
May 13, 2010	VP and Academic Coach Interviews Staff Meeting at Palm re: Transformational Change	Pivot consultant Palm Avenue teachers and administrators, District staff, Pivot consultants
May 18, 2010	Staff Workshop at Palm Avenue	Palm Avenue teachers
May 25, 2010	Special Board Meeting Approve SIG Application	Board members, parents, teachers, classified staff, administrators, community members

List of Attachments:

Attachment #1: Please reference attached letters of support from the community, private organizations, and public entities prepared to support the efforts at Palm Avenue.

1. City of Wasco
2. Wasco Union High School District
3. Pivot Learning Partners
4. Pearson Digital Learning
5. DataWorks Educational Research

Attachment #2: Stakeholder involvement documentation, including meeting agendas, sign-in sheets, minutes where appropriate, and a summary of key stakeholder input.

- March 23, 2010 Staff Meeting with Superintendent - Minutes
- April 20, 2010 Teacher Survey Sign-in Sheet
- April 20, 2010 Parent Meeting Agenda
- April 20, 2010 Parent Meeting Sign-in Sheet
- April 20, 2010 Parent Meeting Minutes
- April 27, 2010 Board of Trustees Meeting Agenda

- April 27, 2010 Board of Trustees Minutes
- May 4, 2010 Teacher Leadership Agenda and Questions
- May 4, 2010 Teacher Leadership Record of Input
- May 4, 2010 Teacher Leadership Sign-in Sheet
- May 4, 2010 Parent Meeting Flier – English and Spanish
- May 4, 2010 Parent Meeting Agenda – English and Spanish
- May 4, 2010 Parent Meeting Record of Input
- May 4, 2010 Parent Meeting Sign-in Sheet
- May 11, 2010 Board of Trustees Meeting Agenda
- May 11, 2010 Board of Trustees Minutes
- May 13, 2010 Staff Meeting with Superintendent – Agenda
- May 13, 2010 Staff Meeting with Superintendent – PowerPoint slides
- May 13, 2010 Staff Meeting with Superintendent – Sign-in Sheet
- May 18, 2010 Staff Workshop Record of Input
- May 25, 2010 Board of Trustees Meeting Agenda
- May 25, 2010 Board of Trustees Minutes
- 2010 Student Survey Results, April 2010
- 2010 CDE Survey Report Results, April 2010

SIG Form 4a–LEA Projected Budget**LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA: Wasco Union School District	
County/District (CD) Code: 15-63842	
County: Kern	
LEA Contact: Susan Andreas-Bervel	Telephone Number: 661-758-7100
E-Mail: sandreas@wuesd.org	Fax Number: 661-758-7110
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries			
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits			
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures	\$ 4,500	\$ 4,500	\$ 4,500
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs	35,937	28,517	24,669
Total Amount Budgeted		\$ 40,437	\$ 33,017	\$ 29,169

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Palm Avenue School	
County/District/School (CDS) Code: 15-63842-6010250	
LEA: Wasco Union School District	
LEA Contact: Susan Andreas-Bervel	Telephone Number: 661-758-7100
E-Mail: sandreas@wuesd.org	Fax Number: 661-758-7110
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$510,585	\$467,414	\$368,053
2000– 2999	Classified Personnel Salaries	153,879	149,583	149,583
3000– 3999	Employee Benefits	218,349	218,389	212,411
4000– 4999	Books and Supplies	356,137	99,670	87,817
5000– 5999	Services and Other Operating Expenditures	247,697	238,697	196,247
6000– 6999	Capital Outlay		5,000	5,000
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,486,647	\$1,178,753	\$1,019,111

SIG Form 5a–LEA Budget Narrative**LEA Budget Narrative – Year 1**

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description Year 1	Subtotal	Object Code
Providing Operational Flexibility and Sustained Support		
Ongoing intensive technical assistance:		
Wasco Union School District Indirect Costs 2.41% of total School Improvement Award for Year 1	\$35,937	7310
Pivot Learning Partners will provide monthly meetings with site and district teams, meetings with parent and community groups, reports to the board of trustees, cabinet systems work, administrative coaching support, monitoring of implementation plan and student results, and coordinating all services through the Palm Avenue School under the School Improvement Grant.	Days of service are delineated with site-level activity	5800
KCSOS monitoring of SIG Implementation KCSOS will hold meetings three times per year with PLP, district office staff, and site leadership to monitor overall implementation of the School Improvement Grant for Palm Avenue. KCSOS staff will prepare formal implementation reports of findings, suitable for reporting to the Board of Trustees and all stakeholders.	\$4,500	5800

SIG Form 5a–LEA Budget Narrative**LEA Budget Narrative – Year 2**

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description Year 2	Subtotal	Object Code
Providing Operational Flexibility and Sustained Support		
Ongoing intensive technical assistance:		
Wasco Union School District Indirect Costs 2.14% of total School Improvement Award for Year 2	\$28,517	7310
Pivot Learning Partners will provide monthly meetings with site and district teams, meetings with parent and community groups, reports to the board of trustees, cabinet systems work, administrative coaching support, monitoring of implementation plan and student results, and coordinating all services through the Palm Avenue School under the School Improvement Grant.	Days of service are delineated with each activity above	5800
KCSOS monitoring of SIG Implementation KCSOS will hold meetings three times per year with PLP, district office staff, and site leadership to monitor overall implementation of the School Improvement Grant for Palm Avenue. KCSOS staff will prepare formal implementation reports of findings, suitable for reporting to the Board of Trustees and all stakeholders.	\$4,500	5800

SIG Form 5a–LEA Budget Narrative**LEA Budget Narrative – Year 3**

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description Year 3	Subtotal	Object Code
Providing Operational Flexibility and Sustained Support		
Ongoing intensive technical assistance:		
Wasco Union School District Indirect Costs 2.41% of total School Improvement Award for Year 3	\$24,669	7310
Pivot Learning Partners will provide monthly meetings with site and district teams, meetings with parent and community groups, reports to the board of trustees, cabinet systems work, administrative coaching support, monitoring of implementation plan and student results, and coordinating all services through the Palm Avenue School under the School Improvement Grant.	Days of service are delineated with each activity above	5800
KCSOS monitoring of SIG Implementation KCSOS will hold meetings three times per year with PLP, district office staff, and site leadership to monitor overall implementation of the School Improvement Grant for Palm Avenue. KCSOS staff will prepare formal implementation reports of findings, suitable for reporting to the Board of Trustees and all stakeholders.	\$4,500	5800

SIG Form 5b–School Budget Narrative**School Budget Narrative – Year 1**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Palm Avenue Elementary School

Activity Description Year 1	Subtotal	Object Code
<u>Developing and Increasing Teacher and School Leader (and other staff) Effectiveness</u>		
Principal Replacement:		
Job-embedded Principal coaching with Pivot Learning Partners 12 days @\$1,250 per day To ensure the success of the principal in addressing performance issues, implementing the transformational model, and focusing on student achievement, job-embedded principal coaching will be provided by Pivot Learning Partners.	\$15,000	5800
<u>Use rigorous, transparent evaluation systems:</u>		
<u>2009 California Standards for the Teaching Profession Professional Development with Pivot Learning Partners</u> \$4.00 each x 35 3 days @ \$1,500 with PLP Training will inform principal on CSTP standards, apply them into creating standards-based teacher goal-setting and evaluations.	\$140 4,500	4300 5800
<u>Incentives:</u>		
Attendance Incentives for Teachers Up to \$100 per quarter in instructional materials/supplies offered for each teacher – 26 teachers x 4 quarters x \$100 Incentives will reward teachers on a progressive scale who use 2 or less personal or sick days each quarter.	\$10,400	4300
Teacher Leadership 4 days @ \$1,250 with PLP Release time – 3 days per year (trimester) x 6 teachers x \$100 Employee Benefits @ 8.89% Compensation for extra duties – Maximum \$6,000 stipend x 6 teachers Employee Benefits @ 10.94% Release time for Teacher Leadership meetings, Cycle of Inquiry, and PLCs	\$5,000 1,800 160 36,000 3,938	5800 1100 3000 1100 3000

Ongoing, high-quality, job embedded professional development:		
Learning Director – step 1 on Administration salary schedule Employee benefits @ 10.94% plus insurance A Learning Director (LD) will provide instructional assistance and ongoing support to all teachers in all subjects, primarily targeting English-language arts, math, and ELD. The LD will coach and monitor teachers in lesson design, deepen their knowledge of content and instructional delivery, model instructional strategies reflecting current research, and supporting methods that engage students in constructing their understanding.	\$76,893 23,229	1900 3000
Teacher Leadership Follow-Up, Cycle of Inquiry, PLCs Pivot Learning Partners - 4 days @ \$1,250.00 per day Teacher Leadership Follow-Up meetings with PLP; topics will include implementing the Cycle of Inquiry, PLCs, Best Practices, Systems Change, Leadership Development	\$5,000	5800
Team Building for Staff Training w/ KCSOS consultant 1 day @ \$1,500 per day Professional development and follow up for principal, vice principal, learning director and school site coach to implement effective team building strategies with staff	\$1,500	5800
Behavior Management 2 days at \$2,500 per day Staff hourly rate 2 days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Materials @ 30 each x 29 Professional development in Behavior Management, Classroom Management, and Engagement Strategies to decrease office referrals	\$5,000 21,750 2,379 870	5800 1100 3000 4300
Explicit Direct Instruction 2 days @ \$3,000 Teacher hourly - 2 days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Research-based professional development in effective instructional strategies and checking for understanding to support mastery of grade level standards	\$6,000 21,750 2,379	5800 1100 3000
Aha! Process, Inc. – Ruby Paine <u>A Framework for Understanding Poverty</u> 1 day @ \$3,500 per day Staff hourly rate – 1 day x 29 teachers x \$50 per hour x 7.5hrs Employee Benefit @ 10.94% Professional development to assist teachers in effectively working with a diverse population of learners and parents	\$3,500 10,875 1,190	5800 1100 3000
California Frameworks Pivot Learning Partners – 2 days @ \$1,500 per day Reading-Language Arts \$22.95 x 35	\$3,000 803	5800 4100

Mathematics \$19.95 x 35 Professional Development using the California state frameworks to increase rigor and knowledge of grade level content, and begin articulation between grade levels	698	4100
Wasco Collaborative Cohort (WCC) 1 days @ \$1,500 per day with PLP 5 meetings Sub release time for 5 teachers x 5 days x \$100 per day Employee benefits @ 8.89% The WCC is a Professional Learning Committee (PLC) dedicated to the improvement of student learning and closing the achievement gap, based on student learning in a systems-approach with shared norms and values to discuss instructional best practices.	\$1,500 2,500 222	5800 1100 3000
ELD/ELA Standards Maps by WestEd Kern County Superintendent of Schools – 1 day @ \$1,250 per day Staff hourly – 4 hours x \$50 per hour x 26 teachers Employee benefits @ 10.94% \$12.95 x 35 1" binders @ \$3.50 x 35 Site-level implementation of ELD/ELA Standards Maps, incorporating ELD standards into planning standards-based lessons to scaffold English learner access to grade level content.	\$1,250 5,200 569 453 123	5800 1100 3000 4300 4300
English Learner Network 4 days @ \$1,500 per day Sub release for 5 teachers x 4 days x \$100 per day Employee benefits @ 8.89% The EL Network is a Professional Learning Committee (PLC) focused on the improvement of student learning and closing the achievement gap with English Learners, through evaluations of data and professional development in instructional best practices.	\$6,000 2,000 178	5800 1100 3000
Online Assessment System (OARS) 2 hours - \$1,500 Teacher hourly – 29 teachers x 2 hours x \$50 per hour Employee benefits @ 10.94% Professional development in effective and efficient use of the current data management system, focusing on disaggregation of data and drilling down to inform instruction and intervention.	\$1,500 2,900 317	5800 1100 3000
McMillan McGraw Hill Treasures Instructional Materials-Training 2 hours - free through publisher Teacher hourly – 27 teachers x \$50 per hour x 2 hrs Employee benefits @ 10.94%	-0- \$2,700 295	1100 3000

National Geographic-Hampton Brown Inside Instructional Materials Training 4 hours - free through publisher Teacher hourly – 1 days x 4 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94%	-0- \$1,500 164	1100 3000
Mathematics Intervention Program Instructional Materials Training 4 hours - free through publisher Teacher hourly – 1 days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94%	-0- \$10,875 1,189	1100 3000
Directed Activity-Based Playground Training and Support Inservice & Playbook \$6,000 2 days @ teacher hourly – 2 days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% 6 Yard supervisors – hourly training – 6 x 2 days x \$13 per hour x 7.5hrs Employee benefits @ 7.09% 2 Activity Directors – hourly training – 2 x 2 days x \$13 per hour x 7.5hrs Employee benefits @ 7.09% Recess activity materials and supplies \$5,000 Professional development for Activity Directors and teachers to provide organized play activities that will allow for a safe playground, decrease referrals and lost instruction time, and support a school environment conducive to learning.	\$6,000 21,750 2,379 1,170 111 1,170 111 5,000	5800 1100 3000 2900 3000 2900 3000 4300
Anti-Bullying and Asset Building Inservice \$500 Teacher time – 2 hours x 29 teachers x \$50 per hour Employee benefits @ 10.94% Bullying at School \$14 x 35 Professional development for administrators to decrease bullying on campus.	\$500 2,900 317 490	5800 1100 3000 4300
Technology Training Inservice \$500 Teacher time – 2 hours x 29 teachers x \$50 per hour Employee benefits @ 10.94% Professional development in the use of Smart Boards and other classroom technology to support instruction.	\$500 2,900 317	5800 1100 3000
Book Studies <u>A Framework for Understanding Poverty</u> , Ruby Payne \$15x29 <u>Classroom Instruction that Works</u> by Marzano \$24.95 x 29 Professional development in working with and meeting the academic needs of diverse learners.	435 724	4200 4200

Recruit, place, and retain staff:		
School site coaching - Evaluation of Implementation Pivot Learning Partners Included in services to measure change in instructional practice; Support will be provided to coach and support the principal in all SIG activities.	\$-0-	
Measure change in instructional practice:		
Conduct evaluation activities, including walk throughs, with all professional development providers to evaluate level of implementation and plan follow-up activities for 2011-12 Pivot Learning Partners – 18 days @ \$1,500 per day Behavior Management – 1 day @ \$1,500 per day Explicit Direct Instruction – School Wide - \$10,000 x 2 days Directed Activity-Based Playground Training - \$2,000 School Innovations and Advocacy Special Education Evaluation – Progress monitoring \$3,000 x 1 day Instructional Technology Evaluation \$3,000 x 1 day Kern County Superintendent of Schools - \$2,000 x 3 days	\$27,000 1,500 20,000 2,000 3,000 3,000 6,000	5800 5800 5800 5800 5800 5800 5800
Comprehensive Instructional Reform Strategies		
Implementation of core and intervention programs:		
4 - Part time Intervention Teachers – column 10 step 12 + \$950 stipend \$34,836 x 4 Employee benefits @ 10.94% plus insurance Four half-time intervention teachers will deliver the <u>Inside</u> program to students in grade 4-6 who are 2 or more years below grade level (number of positions will decrease annually over the years of the grant as student achievement increases and the need for intervention declines)	\$139,342 44,878	1100 3000
Promote the continuous use of data:		
Formative assessments for language arts and math: Pre-formatted common formative assessments aligned to state standards, with rationale for error analysis to target reteaching \$4.50 per student Gr. 2-6 x 526 students Supplies - \$5,000 Clerical support to align in assessments – 8 hours daily x 2 weeks – 8 hrs x 10 days x \$19 per hour Employee benefits @ 8.89% Formative assessment bank and common formative assessments for essential standards in grades 2-6 to support a research-based approach to instruction, assessment, and intervention.	\$2,367 5,000 1,520 135	5800 4300 2400 3000
Pivot Learning Partners 8 days @ \$1,500 per day Professional development with Pivot Learning Partners to support continuous use of data through the Cycle of Inquiry.	\$12,000	5800

K-5 Standards Maps - Quick Glance Reference Guide Elementary Edition \$41.00 @ 35 5-8 Standards Maps - Quick Glance Reference Guide Middle School Edition \$41.00 @ 12 Use Standards Maps to determine gaps in mastery from previous grades to guide instruction for intervention/reteaching or determine where the skill progresses in the next grade to design appropriate enrichment activities.	\$1,435 \$492	4300 4300
Conduct periodic review of curriculum implementation		
Pivot Learning Partners 4 days @ \$1,500 per day PLP and Assistant Superintendent will conduct quarterly walk throughs to check for evidence of fidelity of curriculum implementation, pacing, collaboration, and weekly lesson plan checks by site administration	\$6,000	5800
UCLA Walk Throughs Sub release time 7 days x 6 teachers x \$100 per day Employee benefits @ 8.89% Teacher leaders to conduct walk throughs to collect information regarding classroom implementation	\$4,200 373	1100 3000
C3 Data Collection Tool \$500 annual fee to KCSOS Dell Mini 9 laptops for data collection x 3 Training of 3 administrators - \$300 An online tool to help collect implementation data during walk throughs using a hand-held device	\$500 1,200 300	5800 4400 5200
Implement a school-wide RTI2 model		
RTI meetings at site Substitute release time 10 days x 1 teacher x \$100 per day Employee benefits @ 8.89% Supplies and postage - \$500 RTI meetings will be held to discuss assessments, effectiveness of instruction, and interventions for students. Substitutes will release teachers to attend meetings on their students.	\$1,000 89 500	1100 3000 4300
Professional development to support students with disabilities and English learners		
School Innovations and Advocacy Special Education Evaluation - \$4,300 per day Teacher training – 2 substitute release x 1 day x \$100 Employee benefits @ 8.89% Evaluation will include analysis of services to students with disabilities and recommendations as to revisions/refinement of current practices and services in special education.	\$4,300 200 18	5800 1100 3000

EL Network Pivot Learning Partners \$1,250 per day x 10 days The EL Elementary Network is a PLC collaborative that builds capacity among teacher leaders, supports understanding of EL student academic challenges, determines support necessary, supports implementation of best practices for instruction, and provides coaching support to site teams.	\$12,500	5800
EL Support for Core Instruction Collaboration time for planning academic vocabulary and sentence frames 4 days x 8 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Site-level implementation of ELD/ELA Standards Maps, incorporating academic vocabulary and sentence frames into planning of standards-based lessons to scaffold English learner access to grade level content.	\$12,000 1,313	1100 3000
KCSOS Professional Development for EL 7 days x \$1,500 per day – 1 day per grade level Substitute release 29 Teachers x 1 day x \$100 per day Employee benefits @ 8.89% Professional development related best practices for English Language Learners, such as ELD, Specially Designed Academic Instruction in English (SDAIE), and incorporating language objectives into core instruction.	\$10,500 2,900 258	5800 1100 3000
Technology-based supports and interventions:		
Learning Software Purchase license for learning software for 144 concurrent users x \$1,150 per license Software training for 3 days at \$3,500 total, support at \$2,450 per year, and installation at \$1,600 29 Teachers x 1 day x \$100 per day Employee benefits @ 8.89% SuccessMaker® Software by Pearson to provide standards-based learning technology and target instructional gaps in student learning for intervention.	\$165,600 7,550 2,900 258	4300 5800 1100 3000
Technology Intervention Specialist (Classified) – 6 positions 6 staff x 6hrs day x 201 days x \$14 per hour Employee benefits @ 19.09% plus insurance Employee benefits @ 2.38% PERS Reduction Computer lab to be accessible to students before school for computer-based learning software to target gaps in student learning for intervention	\$101,304 86,017 2,411	2100 3000 3000
Classroom technology Remote control clickers for Smart Boards - \$35 each @ 16 Speakers for Smart Boards – 16 @ \$200 each	\$560 3,200	4300 4300

Remote control and speakers to enhance use of Smart Boards during instruction		
Classroom technology Senteo Interactive Response Systems 20 sets x \$2,180 Response pads for benchmarks, common formative assessments, classroom and curriculum embedded assessments, and checking for understanding during instruction	\$43,600	4400
Computer lab 32 computers x \$900 each 2 Printers Smart Board Headphones Installation Components Furniture Electrical Contractor Computer Installation: 60 hours x \$38 Employee Benefits @ 8.89% Additional computer lab for site to allow adequate access for students to learning software before, during, and after school.	\$28,800 1,360 2,296 396 5,767 9,235 2,000 2,280 203	4400 4400 4400 4400 4400 4400 5600 2400 3000
<u>Increasing Learning Time and Creating Community-Oriented Schools</u>		
Establish schedules and strategies that provide increased learning time:		
Before School: Extended Learning Opportunities 3 times per week x 3 teachers x .5 hours x \$50 per hour x 18 weeks Employee benefits @ 10.94% Supplies - \$100 per teacher x 3 teachers x 3 sessions	\$4,050 443 900	1100 3000 4300
After School: Extended Learning Opportunities 3 per week x 14 teachers x 1.5 hours x \$50 per hour x 18 weeks Employee benefits @ 10.94% Snacks – no cost Supplies - \$100 per teacher x 14 teachers x 3 sessions Extended learning opportunities after school three times per week in 6-week sessions for remediation and enrichment.	\$56,700 6,202 4,200	1100 3000 4300
Curriculum and Materials for After School Program K-6 paired reading curriculum with technology support Steck-Vaughn Pair It Extreme, Pair It Premier, and Pair It Classic	\$18,000	4300
Summer Acceleration Academy Grades 1st – 6th grade – 300 students for 15 days Teacher Training – 1 day @ \$4,500 Teacher Lesson Demonstration – 1 day x 12 teachers x 7.5 hrs x \$50 per hour	\$4,500 4,500	5800 1100

Teacher Inservice and Preparation Day -1 day x 12 teachers x 7.5 hrs x \$50 per hour	4,500	1100
Teacher hourly \$50 per hour x 12 teachers x 5.0 hours x 15 days	45,000	1100
Employee benefits @ 10.94%	5,908	3000
Student Handbooks 300 x \$20 each	6,000	4300
Teacher Manuals on Power Point Presentation CD \$75 x 12 teachers	900	4300
Pre- and post-assessments - \$6,400	6,400	5800
Classroom Coaching – 9 days @ \$2,500 per day	22,500	5800
Parent Workshop to enhance the Academy experience \$3,500	3,500	5800
Staff and Student Surveys - \$3,000	3,000	5800
Step Up Academy T-Shirts 325 x \$15	4,875	4300
Activity Directors – 2 @ 2hrs day 2 staff x 2hrs per day x 15 days x \$13 per hour	780	2900
Employee benefits @ 7.09%	55	3000
Yard supervisors – 2 @ 2hrs day 2 staff x 2hrs per day x 15 days x \$13 per hour	780	2900
Employee benefits @ 7.09%	55	3000
Office Staff – 1 @ 5hrs day 1 staff x 5hrs per day x 15 days x \$19 per hour	1,425	2400
Employee benefits @ 8.89%	127	3000
Breakfast & Lunch – No charge		
Summer acceleration academy through DataWorks to preteach essential standards for the upcoming grade level using direct instruction.		
Provide ongoing mechanisms for family and community engagement:		
Student Planners – Character Counts! Customized School Cover w/vinyl pouch 750 x \$4.50 Student planners to increase home-school communication and enhance parental involvement opportunities.	\$3,375	4300
Parent Center – open 2 evenings per week 4:00 – 7:00 p.m. Classified Staff 3 hours x 2 days per week x 36 weeks per year x \$14 per hour Employee benefits @ 7.09% 5 computers x \$900 each Printer Books - \$10,000 Supplies - \$5,000 Palm Avenue will create a Parent Resource Center that will be open and staffed two evenings per week from 4:00 – 7:00	\$3,024 214 4,500 385 10,000 5,000	2900 3000 4400 4400 4300 4300

p.m., and offer homework help, computer access, and make-it, take-it family involvement activities.		
Extended library hours - Summer 1 morning per week 8:00 – 12:00 p.m. Classified Staff 4 hours x 1 day per week x 10 weeks x \$19 per hour Employee benefits @ 8.89% Summer Reading Program – incentives \$1,000 The Palm Avenue library will open one morning per week to support a summer reading program.	\$760 68 1,000	2200 3000 4300
Extended library hours - Evening Classified Staff 3 hours x 2 days per week x 36 weeks per year x \$14 per hour Employee benefits @ 7.09% The Palm Avenue library will open two evenings per week to support family involvement with reading.	\$3,024 214	2100 3000
Parent Education Parent Institute for Quality Education Consulting services \$15,000 Parent Education and Empowerment classes will be offered at the school to inform parents about their child's education, how to discuss their child's academic progress, and how to navigate the education system.	\$15,000	5800
Parent Conferences Translators – 7 staff x 10 hrs x 3 times per year x \$14 per hour Employee benefits @ 8.89% Incentives for parents/students \$1,000 x 3 conference windows Palm Avenue will hold Parent Conferences with first, second, and third quarter report card periods.	\$2,940 261 3,000	2900 3000 4300
Parenting Support Group Certificated Staff – 1 position 6 week session x 3 sessions x 2 hours week x \$50 per hour Employee benefits @ 10.94% Principal and Vice Principal to identify parents for inclusion in the Parenting Support Group to have a positive impact on behavior and engagement in school.	\$1,800 197	1100 3000
Creating a safe school environment:		
Activity directors for before school, recess, and lunch to implement play-based recess program 2 positions @ 6hrs day 2 staff x 6hrs per day x 180 days x \$13 per hour Employee benefits @ 7.09% Activity Directors will be training in Play-based professional	\$31,356 28,212	2900 3000

development and provide organized activities on the playground before school, at recess, and during lunch.		
Conflict Mediation Kern County Superintendent of Schools \$500 per day T-shirts, Sweatshirts, Baseball Caps for 10 student conflict mediators \$500 Supplies (clipboards, forms, etc.) \$200 A Conflict Mediation program will be started to support students in learning to resolve conflicts peacefully, and have a positive impact on referrals and suspensions.	\$500 500 200	5800 4300 4300
Improve school climate and discipline		
Training for office staff in customer service and communication Inservice – 1 day @ \$2,500 Clerical Substitute release time – 3 staff x 8hrs x \$19 per hour Employee benefits @ 8.89% Professional development and monthly meetings with the principal to increase customer service and positive communication with parents and the community.	\$2,500 456 41	5800 2400 3000
Student Council Training 1 day @ \$500 Transportation – School Van – 60 miles x .50 Provides leadership training for student council members	\$500 30	5800 5710
Kinder Camp 75 students for 3.5 hours instruction time Teacher \$50 per hour x 3 teachers x 4.5 hours x 10 days Employee benefits @ 10.94% Instructional Aide - 3 positions x 4.5 hours x 10 days x \$14 per hour Employee benefits @ 8.89% Curriculum and Supplies \$200 x 3 teachers T-shirts 85 x \$15 each Books 75 x \$7 each Homework Packets \$15 @ 75 Pre-kinder two-week summer school pre-teaches kindergarten standards and provides instruction in key readiness skills to prepare students for all day kindergarten program	\$6,750 738 1,890 168 600 1,275 525 1,125	1100 3000 2100 3000 4300 4300 4300 4300
Kindergarten Orientation Teacher \$50 per hour x 3 teachers x 3 hours Employee benefits @ 10.94% Materials and Supplies \$100 Incentives \$100 Back-to-School Night to welcome kindergarten parents and students and to provide an orientation to school expectations, routines, and procedures	\$450 49 100 100	1100 3000 4300 4300

Providing Operational Flexibility and Sustained Support		
Operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes:		
KCSOS Consultation Support with development and monitoring of the Single Plan for Student Achievement to design goals that will incorporate activities with SIG and DAIT as needed 2 days @\$1,500	\$3,000	5800
Ongoing intensive technical assistance:		
Pivot Learning Partners will provide monthly meetings with site and district teams, meetings with parent and community groups, reports to the board of trustees, cabinet systems work, administrative coaching support, monitoring of implementation plan and student results, and coordinating all services through the Palm Avenue School under the School Improvement Grant.	Days of service are delineated with each activity above	

SIG Form 5b–School Budget Narrative**School Budget Narrative – Year 2**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Palm Avenue Elementary School

Activity Description Year 2	Subtotal	Object Code
<u>Developing and Increasing Teacher and School Leader (and other staff) Effectiveness</u>		
Principal Replacement:		
Job-embedded Principal coaching with Pivot Learning Partners 12 days @\$1,250 per day To ensure the success of the principal in addressing performance issues, implementing the transformational model, and focusing on student achievement, job-embedded principal coaching will be provided by Pivot Learning Partners.	\$15,000	5800
<u>Use rigorous, transparent evaluation systems:</u>		
2009 California Standards for the Teaching Profession Professional Development with Pivot Learning Partners 1 day @ \$1,500 Training will provide follow up training for the principals in applying CSTP standards into teacher goal-setting and evaluations, and creating standards-based improvement plans.	\$1,500	5800
Incentives:		
Attendance Incentives for Teachers Up to \$100 per quarter in instructional materials/supplies offered for each teacher – 26 teachers x 4 quarters x \$100 Incentives will reward teachers on a progressive scale who use 2 or less personal or sick days each quarter.	\$10,400	4300
<u>Ongoing, high-quality, job embedded professional development:</u>		
Learning Director – step 2 on Administration salary schedule Employee benefits @ 10.94% plus insurance A Learning Director (LD) will provide instructional assistance and ongoing support to all teachers in all subjects, primarily targeting English-language arts, math, and ELD. The LD will coach and monitor teachers in lesson design, deepen their knowledge of content and instructional delivery, model	\$81,081 25,169	1900 3000

instructional strategies reflecting current research, and supporting methods that engage students in constructing their understanding.		
Teacher Leadership Follow-Up, Cycle of Inquiry, PLCs 4 days @ \$1,250.00 per day Release time – 3 days per year (trimester) x 6 teachers x \$100 Employee Benefits @ 8.89% Compensation for extra duties – Maximum \$6,000 stipend x 6 teachers Employee Benefits @ 10.94% 14 Laptops for Teacher Collaboration Work Teacher Leadership Follow-Up meetings with PLP; topics will include implementing the Cycle of Inquiry, PLCs, Best Practices, Systems Change, Leadership Development; Laptops for teacher use will facilitate planning and efficient data management.	\$5,000 1,800 160 36,000 3,938 14,000	5800 1100 3000 1100 3000 4400
Team Building for Staff Training w/ KCSOS consultant 1 day @ \$1,500 per day Professional development and follow up for principal, vice principal, learning director and school site coach to implement effective team building strategies with staff during regularly scheduled staff meetings	\$1,500	5800
Behavior Management 1 days at \$2,500 per day Staff hourly rate 1days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Materials @ \$30 each x 29 Professional development in Behavior Management, Classroom Management, and Engagement Strategies to decrease office referrals	\$2,500 10,875 1,189 870	5800 1100 3000 4300
Explicit Direct Instruction 2 days @ \$3,000 Teacher hourly - 2 days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Research-based professional development in effective instructional strategies and checking for understanding to support mastery of grade level standards	\$6,000 21,750 2,379	5800 1100 3000
Aha! Process, Inc. <u>Raising Achievement With 9 Systemic Processes</u> 1 day @\$3,500 per day Staff hourly rate – 1 day x 29 teachers x \$50 per hour x 7.5hrs Employee Benefit @ 10.94% Professional development to assist teachers in effectively working with a diverse population of learners and parents	\$3,500 10,875 1,190	5800 1100 3000

California Frameworks Study Pivot Learning Partners – 4 days @ \$1,500 per day History Social Studies \$18.00 x 35 Science \$18.00 x 35 Professional Development using the California state frameworks to increase rigor and knowledge of grade level content, and begin articulation between grade levels	\$6,000 630 630	5800 4100 4100
<u>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives</u> Pivot Learning Partners – 2 days @ \$1,500 Books 35 x \$47 Bloom's Question wheels/flip charts/resources 35 x \$9 Professional development and resources on Bloom's Taxonomy to incorporate more rigor and critical thinking into instruction.	\$3,000 1,645 315	5800 4200 4300
Wasco Collaborative Cohort (WCC) 1 days @ \$1,500 per day with PLP Sub release time for 5 teachers x 5 days x \$100 per day Employee benefits @ 8.89% The WCC is a Professional Learning Committee (PLC) dedicated to the improvement of student learning and closing the achievement gap, based on student learning in a systems-approach with shared norms and values to discuss instructional best practices.	\$2,500 222	1100 3000
English Learner Network 4 days @ \$1,500 per day Sub release for 5 teachers x 4 days x \$100 per day Employee benefits @ 8.89% The EL Network is a Professional Learning Committee (PLC) focused on the improvement of student learning and closing the achievement gap with English Learners, through evaluations of data and professional development in instructional best practices.	\$6,000 2,000 178	5800 1100 3000
McMillan McGraw Hill Treasures Instructional Materials-Based Training (formerly SB472) 5 days @ \$750 per day Teacher hourly – 3 days x 27 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94%	\$3,750 30,375 3,323	5800 1100 3000
National Geographic-Hampton Brown Inside Instructional Materials-Based Training (formerly SB472) 3 days @ \$400 per day Teacher hourly – 3 days x 3 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94%	\$1,200 3,375 369	5800 1100 3000

Mathematic Intervention Program Instructional Materials-Based Training (formerly SB472) 3 days @ \$400 per day Teacher hourly – 3 days x 27 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Professional development for the district-adopted mathematics intervention program	\$1,200 30,375 3,323	5800 1100 3000
Directed Activity-Based Playground Training and Support Inservice Follow up \$3,000 6 Yard supervisors – hourly training – 6 x 1 days x \$13 per hour x 7.5hrs 2 Activity Directors – hourly training – 2 x 1 days x \$13 per hour x 7.5hrs Employee benefits @ 7.09% Recess activity materials and supplies \$5,000 Professional development follow up for Activity Directors and yard supervisors to provide organized play activities that will allow for a safe playground, decrease referrals and lost instruction time, and support a school environment conducive to learning.	\$3,000 585 195 55 5,000	5800 2900 2900 3000 4300
Anti-Bullying and Asset Building Inservice \$500 Professional development for administrators to decrease bullying on campus. Follow up with teachers to be done during regularly scheduled staff meetings.	\$500	5800
Technology Training Inservice \$500 Professional development in the use of classroom technology to support instruction conducted during staff meetings.	\$500	5800
Visits to Similar Schools that are High-Performing with Similar School Populations Substitute release for 2 days x 7 staff x \$100 Employee benefits @ 8.89% School van \$500 x 2 vans x 2 visits	\$1,400 124 2,000	1100 3000 5200
Book Studies <u>Dealing with Difficult Parents</u> , Todd Whitaker \$30 x 29 <u>Strategic Teaching and Learning</u> , by CDE Press \$15 x 29 Professional development in effectively working with parents and meeting the academic needs of diverse learners.	\$870 435	4200 4200
Recruit, place, and retain staff:		
School site coaching - Evaluation of Implementation Pivot Learning Partners 3 days @ \$1,500 per day Support will be provided to coach and support the principal in all SIG activities.	\$4,500	5800

Measure change in instructional practice:		
Conduct evaluation activities, including walk throughs, with all professional development providers to evaluate level of implementation and plan follow-up activities for 2012-13		
Pivot Learning Partners – 10 days @ \$1,500 per day	\$30,000	5800
Behavior Management – 1 day @ \$1,500 per day	1,500	5800
Explicit Direct Instruction – School Wide Instructional Practices- \$10,000 x 1 days	10,000	5800
Directed Activity-Based Playground Training - \$2,000	2,000	5800
Instructional Technology Evaluation \$3,000 x 1 day	3,000	5800
Kern County Superintendent of Schools - \$2,000 x 3 days	6,000	5800
Comprehensive Instructional Reform Strategies		
Implementation of core and intervention programs:		
Maintain ½ time ELD coach – district paid, no cost to SIG	\$0	
Part time Intervention Teachers – Three positions		
column 10 step 12 + \$950 stipend		
\$34,836 x 3 teachers	\$104,508	1100
Employee benefits @ 10.94% plus insurance	35,884	3000
Three half-time intervention teachers will deliver the <u>Inside</u> program to students in grade 4-6 who are 2 or more years below grade level (number of positions will decrease annually over the years of the grant as student achievement increases and the need for intervention declines)		
Promote the continuous use of data:		
Formative assessments for language arts and math: Pre-formatted common formative assessments aligned to state standards, with rationale for error analysis to target reteaching		
\$4.50 per student Gr. 2-6 x 526 students	\$2,367	5800
Supplies - \$5,000	5,000	4300
Clerical support to align in assessments – 8 hours daily x 2 weeks – 8 hrs x 10 days x \$19 per hour	1,520	2400
Employee benefits @ 8.89%	135	3000
Formative assessment bank and common formative assessments for essential standards in grades 2-6 to support a research-based approach to instruction, assessment, and intervention.		
Pivot Learning Partners		
4 days @ \$1,500 per day	\$6,000	5800
Professional development with Pivot Learning Partners to support continuous use of data through the Cycle of Inquiry.		
Conduct periodic review of curriculum implementation		
Pivot Learning Partners		
5 days @ \$1,500 per day	\$7,500	5800
PLP and Assistant Superintendent will conduct quarterly walk throughs to check for evidence of fidelity of curriculum		

implementation, pacing, collaboration, and weekly lesson plan checks by site administration		
UCLA Walk Throughs - Substitute release time 7 days x 6 teachers x \$100 per day Employee benefits @ 8.89% Teacher leaders to conduct walk throughs to collect information regarding implementation of strategies and curriculum	\$4,200 373	1100 3000
C3 Data Collection Tool \$500 annual fee to KCSOS An online tool to help collect implementation data during walk throughs using a hand-held device	\$500	5800
Implement a school-wide RTI2 model		
RTI meetings at site Substitute release time 10 days x 1 teacher x \$100 per day Employee benefits @ 8.89% Supplies and postage - \$500 RTI meetings will be held to discuss assessments, effectiveness of instruction, and interventions for students. Substitutes will release teachers to attend meetings on their students.	\$1,000 89 500	1100 3000 4300
Professional development to support students with disabilities and English learners		
School Innovations and Advocacy Special Education Evaluation - \$4,300 per day Teacher training – 2 substitute release x 1 day x \$100 Employee benefits @ 8.89% Evaluation will include analysis of services to students with disabilities and recommendations as to revisions/refinement of current practices and services in special education.	\$4,300 200 18	5800 1100 3000
EL Network Pivot Learning Partners \$1,250 per day x 5 days Substitute release - 5 days x 5 teacher leaders x \$100 per day Employee benefits @ 8.89% The EL Elementary Network is a PLC collaborative that builds capacity among teacher leaders, supports understanding of EL student academic challenges, determines support necessary, and supports implementation of best practices for instruction.	\$6,250 2,500 222	5800 1100 3000
KCSOS Professional Development for EL 7 days x \$1,500 per day – 1 day per grade level Substitute release 29 Teachers x 1 day x \$100 per day Employee benefits @ 8.89% Professional development related best practices for English	\$10,500 2,900 258	5800 1100 3000

Language Learners, such as ELD, Specially Designed Academic Instruction in English (SDAIE), and incorporating language objectives into core instruction.		
Technology-based supports and interventions:		
Learning Software: 12 Month Software Maintenance for 144 concurrent licenses with Direct Response Support and integration on Server Software training for 3 days at \$3,500 total, support at \$2,450 per year, and installation at \$1,600 Software to target gaps in student learning for intervention.	\$23,200	5800
Classroom technology Document cameras 27 x \$800 each Document cameras will enhance instruction and provide more flexibility and support for English learners, students with disabilities, and struggling readers	\$21,600	4400
Increasing Learning Time and Creating Community-Oriented Schools		
Establish schedules and strategies that provide increased learning time:		
Extended Computer-based Learning Opportunities – Before, during, and after school Technology Intervention Specialist (Classified) – 6 positions 6 staff x 6hrs day x 201 days x \$14 per hour Employee benefits @ 19.09% plus insurance Employee benefits @ 2.38% PERS Reduction Computer lab to be accessible to students before school for computer-based learning software to target gaps in student learning for intervention	\$101,304 92,689 2,411	2100 3000 3000
After School: Extended Learning Opportunities 3 per week x14 teachers x 1.5 hours x \$50 per hour x 18 weeks Employee benefits @ 10.94% Snacks – no cost Materials - \$300 per teacher x 14 Extended learning opportunities after school three times per week in 6-week sessions for remediation and enrichment.	\$56,700 6,202 4,200	1100 3000 4300
Summer Acceleration Academy Grades 1st – 6th grade – 300 students for 15 days Teacher Training – 1 day @ \$4,500 Teacher Lesson Demonstration – 1 day x 12 teachers x 7.5 hrs x \$50 per hour Teacher Inservice and Preparation Day -1 day x 12 teachers x 7.5 hrs x \$50 per hour Teacher hourly \$50 per hour x 12 teachers x 5.0 hours x 15 days Employee benefits @ 10.94% Student Handbooks	\$4,500 4,500 4,500 45,000 5,908 6,000	5800 1100 1100 1100 3000 4300

300 x \$20 each Teacher Manuals on Power Point Presentation CD \$75 x 12 teachers Pre- and post-assessments - \$6,400 Classroom Coaching – 9 days @ \$2,500 per day Parent Workshop to enhance the Academy experience \$3,500 Staff and Student Surveys - \$3,000 Step Up Academy T-Shirts 325 x \$15 Activity Directors – 2 @ 2hrs day 2 staff x 2hrs per day x 15 days x \$13 per hour Employee benefits @ 7.09% Yard supervisors – 2 @ 2hrs day 2 staff x 2hrs per day x 15 days x \$13 per hour Employee benefits @ 7.09% Office Staff – 1 @ 5hrs day 1 staff x 5hrs per day x 15 days x \$19 per hour Employee benefits @ 8.89% Breakfast & Lunch – No charge Summer acceleration academy through DataWorks to preteach essential standards for the upcoming grade level using direct instruction.	900 6,400 22,500 3,500 3,000 4,875 780 55 780 55 1,425 127	4300 5800 5800 5800 5800 4300 2900 3000 2900 3000 2400 3000
Provide ongoing mechanisms for family and community engagement:		
Student Planners – Character Counts! Customized School Cover w/vinyl pouch 750 x \$4.50 Student planners to increase home-school communication and enhance parental involvement opportunities.	\$3,375	4300
Parent Center – open 2 evenings per week 4:00 – 7:00 p.m. Classified Staff 3 hours x 2 days per week x 36 weeks per year x \$14 per hour Employee benefits @ 7.09% Books - \$5,000 Supplies - \$5,000 Palm Avenue will create a Parent Resource Center that will be open and staffed two evenings per week from 4:00 – 7:00 p.m., and offer homework help, computer access, and make- it, take-it family involvement activities.	\$3,024 214 5,000 5,000	2900 3000 4300 4300
Extended library hours - Summer Summer – 1 morning per week 8:00 – 12:00 p.m. Classified Staff 4 hours x 1 day per week x 10 weeks x \$19 per hour Employee benefits @ 8.89%	\$760 68	2200 3000

Summer Reading Program – incentives \$1,000 The Palm Avenue library will open one morning per week to support a summer reading program.	1,000	4300
Extended library hours - Evening Classified Staff 3 hours x 2 days per week x 36 weeks per year x \$14 per hour Employee benefits @ 7.09% The Palm Avenue library will open two evenings per week to support family involvement with reading.	\$3,024 214	2100 3000
Parent Education Consulting services \$15,000 Parent Education and Empowerment classes will be offered at the school to inform parents about their child's education, how to discuss their child's academic progress, and how to navigate the education system.	\$15,000	5800
Parent Conferences Translators – 7 staff x 10 hrs x 3 times per year x \$14 per hour Employee benefits @ 8.89% Incentives for parents/students \$1,000 x 3 conference windows Palm Avenue will hold Parent Conferences with first, second, and third quarter report card periods.	\$2,940 260 3,000	2900 3000 4300
Parenting Support Group Certificated Staff 6 week session x 3 sessions x 2 hours week x \$50 per hour Employee benefits @ 10.94% Principal and Vice Principal to identify parents for inclusion in the Parenting Support Group to have a positive impact on behavior and engagement in school.	\$1,800 197	1100 3000
Creating a safe school environment:		
Activity directors for before school, recess, and lunch to implement play-based recess program 2 positions @ 6hrs day 2 staff x 6hrs per day x 180 days x \$13 per hour Employee benefits @ 7.09% Additional playground/organized play equipment \$5,000 Activity Directors will be training in Play-based professional development and provide organized activities on the playground before school, at recess, and during lunch.	\$31,356 30,436 5,000	2900 3000 6400
Conflict Mediation Kern County Superintendent of Schools \$500 per day T-shirts, Sweatshirts, Baseball Caps for 10 student conflict mediators \$500 Supplies (clipboards, forms, etc.) \$200	\$500 500 200	5800 4300 4300

A Conflict Mediation program will be started to support students in learning to resolve conflicts peacefully, and have a positive impact on referrals and suspensions.		
Improve school climate and discipline		
Student Council Training \$500 Transportation – School Van – 60 miles x .50 Provides leadership training for student council members	\$500 30	5800 5710
Kinder Camp 75 students for 3.5 hours instruction time Teacher \$50 per hour x 3 teachers x 4.5 hours x 10 days Employee benefits @ 10.94% Instructional Aide - 3 positions x 4.5 hours x 10 days x \$14 per hour Employee benefits @ 8.89% Curriculum and Supplies \$200 x 3 teachers T-shirts 85 x \$15 each Books 75 x \$7 each Homework Packets \$15 @ 75 Pre-kinder two-week summer school pre-teaches kindergarten standards and provides instruction in key readiness skills to prepare students for all day kindergarten program	\$6,750 738 1,890 168 600 1,275 525 1,125	1100 3000 2100 3000 4300 4300 4300 4300
Kindergarten Orientation Teacher \$50 per hour x 3 teachers x 3 hours Employee benefits @ 10.94% Materials and Supplies \$100 Incentives \$100 Back-to-School Night to welcome kindergarten parents and students and to provide an orientation to school	\$450 49 100 100	1100 3000 4300 4300
Providing Operational Flexibility and Sustained Support		
Operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes:		
KCSOS Consultation Support with development and monitoring of the Single Plan for Student Achievement to design goals that will incorporate activities with SIG and DAIT 2 days @\$1,500	\$3,000	5800
Ongoing intensive technical assistance:		
Pivot Learning Partners will provide monthly meetings with site and district teams, meetings with parent and community groups, reports to the board of trustees, cabinet systems work, administrative coaching support, monitoring of implementation plan and student results, and coordinating all services through the Palm Avenue School under the School Improvement Grant.	Days of service are delineated with each activity above	5800

SIG Form 5b–School Budget Narrative**School Budget Narrative – Year 3**

Provide sufficient detail to justify the school budget. The budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description Year 3	Subtotal	Object Code
<u>Developing and Increasing Teacher and School Leader (and other staff) Effectiveness</u>		
Principal Replacement:		
Job-embedded Principal coaching with Pivot Learning Partners 10 days @\$1,250 per day To ensure the success of the principal in addressing performance issues, implementing the transformational model, and focusing on student achievement, job-embedded principal coaching will be provided by Pivot Learning Partners.	\$12,500	5800
Use rigorous, transparent evaluation systems:		
<u>2009 California Standards for the Teaching Profession</u> Professional Development with Pivot Learning Partners 1 day @ \$1,500 Training will provide follow up training for the principals in applying CSTP standards into teacher goal-setting and evaluations, and creating standards-based improvement plans.	\$1,500	5800
Incentives:		
Attendance Incentives for Teachers Up to \$100 per quarter in instructional materials/supplies offered for each teacher – 26 teachers x 4 quarters x \$100 Incentives will reward teachers on a progressive scale who use 2 or less personal or sick days each quarter.	\$10,400	4300
Ongoing, high-quality, job embedded professional development:		
Learning Director – step 3 on Administration salary schedule Employee benefits @ 10.94% plus insurance A Learning Director (LD) will provide instructional assistance and ongoing support to all teachers in all subjects, primarily targeting English-language arts, math, and ELD. The LD will coach and monitor teachers in lesson design, deepen their knowledge of content and instructional delivery, model instructional strategies reflecting current research, and	\$83,656 27,081	1900 3000

supporting methods that engage students in constructing their understanding.		
Teacher Leadership Follow-Up, Cycle of Inquiry, PLCs 4 days @ \$1,500 per day Release time – 3 days per year (trimester) x 6 teachers x \$100 Employee Benefits @ 8.89% Compensation for extra duties – Maximum \$6,000 stipend x 6 teachers Employee Benefits @ 10.94% Teacher Leadership Follow-Up meetings with PLP; topics will include implementing the Cycle of Inquiry, PLCs, Best Practices, Systems Change, Leadership Development; Laptops for teacher use will facilitate planning and efficient data management.	\$6,000 1,800 160 36,000 3,938	5800 1100 3000 1100 3000
Behavior Management 1 days at \$2,500 per day Staff hourly rate 1days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Materials @ \$30 each x 29 Professional development in Behavior Management, Classroom Management, and Engagement Strategies to decrease office referrals	\$2,500 10,875 1,189 870	5800 1100 3000 4300
Explicit Direct Instruction 2 days @ \$3,000 Teacher hourly - 2 days x 29 teachers x \$50 per hour x 7.5hrs Employee benefits @ 10.94% Research-based professional development in effective instructional strategies and checking for understanding to support mastery of grade level standards	\$6,000 21,750 2,379	5800 1100 3000
Aha! Process, Inc. – TBD based on need. <u>Recommended: Identifying Gifted Students from Poverty</u> 2 days @\$3,500 per day Staff hourly rate – 2 days x 29 teachers x \$50 per hour x 7.5hrs Employee Benefit @ 10.94% Professional development to assist teachers in effectively working with a diverse population of learners and parents	\$7,000 21,750 2,380	5800 1100 3000
California Frameworks Study Pivot Learning Partners – 2 days @ \$1,500 per day Visual & Performing Arts \$20 x 35 Physical Education \$13 x 35 Professional Development using the California state frameworks to increase rigor and knowledge of grade level content, and begin articulation between grade levels	\$3,000 700 455	5800 4100 4100

<u>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives</u> Pivot Learning Partners – 2 days @ \$1,500 7 teachers x 2 days x \$50 x 7.5 hours per day Employee benefits @ 8.89% Professional development on increasing rigor through lesson design and questioning strategies	\$3,000 5,250 575	5800 1100 3000
Wasco Collaborative Cohort (WCC) 1 days @ \$1,500 per day with PLP Sub release time for 5 teachers x 5 days x \$100 per day Employee benefits @ 8.89% The WCC is a Professional Learning Committee (PLC) dedicated to the improvement of student learning and closing the achievement gap, based on student learning in a systems-approach with shared norms and values to discuss instructional best practices.	\$1,500 2,500 222	5800 1100 3000
English Learner Network 4 days @ \$1,500 per day Sub release for 5 teachers x 4 days x \$100 per day Employee benefits @ 8.89% The EL Network is a Professional Learning Committee (PLC) focused on the improvement of student learning and closing the achievement gap with English Learners, through evaluations of data and professional development in instructional best practices.	\$6,000 2,000 178	5800 1100 3000
Directed Activity-Based Playground Training and Support Inservice Follow up \$3,000 6 Yard supervisors – hourly training – 6 x 1 days x \$13 per hour x 7.5hrs 2 Activity Directors – hourly training – 2 x 1 days x \$13 per hour x 7.5hrs Employee benefits @ 7.09% Recess activity materials and supplies \$5,000 Professional development follow up for Activity Directors and yard supervisors to provide organized play activities that will allow for a safe playground, decrease referrals and lost instruction time, and support a school environment conducive to learning.	\$3,000 585 195 55 5,000	5800 2900 2900 3000 4300
Anti-Bullying and Asset Building Inservice \$500 Professional development for administrators to decrease bullying on campus. Follow up with teachers to be done during regularly scheduled staff meetings.	\$500	5800
Technology Training Inservice \$500 Professional development in the use of classroom technology	\$500	5800

to support instruction to be done during regularly scheduled staff meetings.		
Visits to Similar Schools that are High-Performing with Similar School Populations		
Substitute release for 2 days x 7 staff x \$100	\$1,400	1100
Employee benefits @ 8.89%	124	3000
School van \$500 x 2 vans x 2 visits	2,000	5200
Book Studies		
<u>Instructional Rounds in Education</u> , City, Elmore, et al. \$25 x 29	\$725	4200
<u>The Art and Science of Teaching</u> by Marzano \$27 x 29	783	4200
<u>Results or Results Now</u> by Schmoker \$21 x 29	609	4200
Professional development in effectively working with parents and meeting the academic needs of diverse learners.		
Recruit, place, and retain staff:		
School site coaching - Evaluation of Implementation		
Pivot Learning Partners		
2 days @ \$1,500 per day	\$3,000	5800
Support will be provided to coach and support the principal in all SIG activities.		
Measure change in instructional practice:		
Conduct evaluation activities, including walk throughs, with all professional development providers to evaluate level of implementation and plan follow-up activities for 2012-13		
Pivot Learning Partners – 4 days @ \$1,500 per day	\$6,000	5800
Behavior Management – 1 day @ \$1,500 per day	1,500	5800
Explicit Direct Instruction – School Wide Instructional Practices- \$10,000 x 1 days	10,000	5800
Directed Activity-Based Playground Training and Support - \$2,000	2,000	5800
Instructional Technology Evaluation \$3,000 x 1 day	3,000	5800
Kern County Superintendent of Schools - \$2,000 x 3 days	3,000	5800
Pivot Learning Partners – DAS, APS, ISS Surveys	5,000	5800
Comprehensive Instructional Reform Strategies		
Implementation of core and intervention programs:		
Maintain ½ time ELD coach – district paid, no cost to SIG	\$0	
Part time Intervention Teachers –Two positions		
column 10 step 12 + \$950 stipend		
\$34,836 x 2 teachers	\$69,672	1100
Employee benefits @ 10.94% plus insurance	25,553	3000
Three half-time intervention teachers will deliver the <u>Inside</u> program to students in grade 4-6 who are 2 or more years below grade level (number of positions will decrease annually over the years of the grant as student achievement increases and the need for intervention declines)		

Promote the continuous use of data:		
Formative assessments for language arts and math: Pre-formatted common formative assessments aligned to state standards, with rationale for error analysis to target reteaching \$4.50 per student Gr. 2-6 x 526 students Supplies - \$5,000 Clerical support to align in assessments – 8 hours daily x 2 weeks – 8 hrs x 10 days x \$19 per hour Employee benefits @ 8.89% Formative assessment bank and common formative assessments for essential standards in grades 2-6 to support a research-based approach to instruction, assessment, and intervention.	\$2,367 5,000 1,520 135	5800 4300 2400 3000
Conduct periodic review of curriculum implementation		
Pivot Learning Partners 4 days @ \$1,500 per day PLP and Assistant Superintendent will conduct quarterly walk throughs to check for evidence of fidelity of curriculum implementation, pacing, collaboration, and weekly lesson plan checks by site administration	\$6,000	5800
UCLA Walk Throughs Sub release time 7 days x 6 teachers x \$100 per day Employee benefits @ 8.89% Teacher leaders to conduct walk throughs to collect information regarding implementation of strategies and curriculum	\$4,200 373	1100 3000
C3 Data Collection Tool \$500 annual fee to KCSOS An online tool to help collect implementation data during walk throughs using a hand-held device	\$500	5800
Implement a school-wide RTI2 model		
RTI meetings at site Substitute release time 10 days x 1 teacher x \$100 per day Employee benefits @ 8.89% Supplies and postage - \$500 RTI meetings will be held to discuss assessments, effectiveness of instruction, and interventions for students. Substitutes will release teachers to attend meetings on their students.	\$1,000 89 500	1100 3000 4300
Professional development to support students with disabilities and English learners		
EL Network Pivot Learning Partners \$1,250 per day x 5 days Substitute release - 5 days x 5 teacher leaders x \$100 per day	\$6,250 2,500	5800 1100

Employee benefits @ 8.89% The EL Elementary Network is a PLC collaborative that builds capacity among teacher leaders, supports understanding of EL student academic challenges, determines support necessary, and supports implementation of best practices for instruction.	222	3000
KCSOS Professional Development for EL 7 days x \$1,500 per day – 1 day per grade level Substitute release 29 Teachers x 1 day x \$100 per day Employee benefits @ 8.89%	\$10,500 2,900 258	5800 1100 3000
Professional development related best practices for English Language Learners, such as ELD, Specially Designed Academic Instruction in English (SDAIE), and incorporating language objectives into core instruction.		
Technology-based supports and interventions:		
Learning Software: 12 Month Software Maintenance for 144 concurrent licenses with Direct Response Support and integration on Server Software training for 3 days at \$3,500 total, support at \$2,450 per year, and installation at \$1,600 Software to target gaps in student learning for intervention.	\$23,200	5800
Increasing Learning Time and Creating Community-Oriented Schools		
Establish schedules and strategies that provide increased learning time:		
Extended Computer-based Learning Opportunities – Before, during, and after school Technology Intervention Specialist (Classified) – 6 positions 6 staff x 6hrs day x 201 days x \$14 per hour Employee benefits @ 19.09% plus insurance Employee benefits @ 2.38% PERS Reduction Computer lab to be accessible to students before school for computer-based learning software to target gaps in student learning for intervention	\$101,304 100,021 2,411	2100 3000 3000
After School: Extended Learning Opportunities 2 times per week x 14 teachers x 1.5 hours x \$50 per hour x 18 weeks Employee benefits @ 10.94% Snacks – no cost Materials - \$300 per teacher x 14 Extended learning opportunities after school three times per week in 6-week sessions for remediation and enrichment.	\$37,800 4,135 4,200	1100 3000 4300
Summer Acceleration Academy Grades 1st – 6th grade – 300 students for 15 days Teacher Training – 1 day @ \$4,500	\$4,500	5800

Teacher Lesson Demonstration – 1 day x 12 teachers x 7.5 hrs x \$50 per hour	4,500	1100
Teacher Inservice and Preparation Day -1 day x 12 teachers x 7.5 hrs x \$50 per hour	4,500	1100
Teacher hourly \$50 per hour x 12 teachers x 5.0 hours x 15 days	45,000	1100
Employee benefits @ 10.94%	5,908	3000
Student Handbooks 300 x \$20 each	6,000	4300
Teacher Manuals on Power Point Presentation CD \$75 x 12 teachers	900	4300
Pre- and post-assessments - \$6,400	6,400	5800
Classroom Coaching – 9 days @ \$2,500 per day	22,500	5800
Parent Workshop to enhance the Academy experience \$3,500	3,500	5800
Staff and Student Surveys - \$3,000	3,000	5800
Step Up Academy T-Shirts 325 x \$15	4,875	4300
Activity Directors – 2 @ 2hrs day 2 staff x 2hrs per day x 15 days x \$13 per hour	780	2900
Employee benefits @ 7.09%	55	3000
Yard supervisors – 2 @ 2hrs day 2 staff x 2hrs per day x 15 days x \$13 per hour	780	2900
Employee benefits @ 7.09%	55	3000
Office Staff – 1 @ 5hrs day 1 staff x 5hrs per day x 15 days x \$19 per hour	1,425	2400
Employee benefits @ 8.89%	127	3000
Breakfast & Lunch – No charge		
Summer acceleration academy through DataWorks to preteach essential standards for the upcoming grade level using direct instruction.		
Provide ongoing mechanisms for family and community engagement:		
Student Planners – Character Counts! Customized School Cover w/vinyl pouch 750 x \$4.50	\$3,375	4300
Student planners to increase home-school communication and enhance parental involvement opportunities.		
Parent Center – open 2 evenings per week 4:00 – 7:00 p.m. Classified Staff 3 hours x 2 days per week x 36 weeks per year x \$14 per hour	\$3,024	2900
Employee benefits @ 7.09%	214	3000
Books - \$5,000	5,000	4300
Supplies - \$5,000	5,000	4300
Palm Avenue will create a Parent Resource Center that will		

be open and staffed two evenings per week from 4:00 – 7:00 p.m., and offer homework help, computer access, and make-it, take-it family involvement activities.		
Extended library hours - Summer Summer – 1 morning per week 8:00 – 12:00 p.m. Classified Staff 4 hours x 1 day per week x 10 weeks x \$19 per hour Employee benefits @ 8.89% Summer Reading Program – incentives \$1,000 The Palm Avenue library will open one morning per week to support a summer reading program.	\$760 68 1,000	2200 3000 4300
Extended library hours - Evening Classified Staff 3 hours x 2 days per week x 36 weeks per year x \$14 per hour Employee benefits @ 7.09% The Palm Avenue library will open two evenings per week to support family involvement with reading.	\$3,024 214	2100 3000
Purchase additional books for classroom libraries. More books need to be provided to allow parents and students greater access to quality literature and expository text to increase independent and family reading.	\$25,000	4300
Parent Education Consulting services \$15,000 Parent Education and Empowerment classes will be offered at the school to inform parents about their child's education, how to discuss their child's academic progress, and how to navigate the education system.	\$15,000	5800
Parent Conferences Translators – 7 staff x 10 hrs x 3 times per year x \$14 per hour Employee benefits @ 8.89% Incentives for parents/students \$1,000 x 3 conference windows Palm Avenue will hold Parent Conferences with first, second, and third quarter report card periods.	\$2,940 260 3,000	2900 3000 4300
Parenting Support Group Certificated Staff 6 week session x 3 sessions x 2 hours week x \$50 per hour Employee benefits @ 10.94% Principal and Vice Principal to identify parents for inclusion in the Parenting Support Group to have a positive impact on behavior and engagement in school.	\$1,800 197	1100 3000

Creating a safe school environment:		
Activity directors for before school, recess, and lunch to implement play-based recess program 2 positions @ 6hrs day 2 staff x 6hrs per day x 180 days x \$13 per hour Employee benefits @ 7.09% Additional playground/organized play equipment \$5,000 Activity Directors will be training in Play-based professional development and provide organized activities on the playground before school, at recess, and during lunch.	\$31,356 32,880 5,000	2900 3000 6400
Conflict Mediation Kern County Superintendent of Schools \$500 per day T-shirts, Sweatshirts, Baseball Caps for 10 student conflict mediators \$500 Supplies (clipboards, forms, etc.) \$200 A Conflict Mediation program will be started to support students in learning to resolve conflicts peacefully, and have a positive impact on referrals and suspensions.	\$500 500 200	5800 4300 4300
Improve school climate and discipline		
Student Council Training \$500 Transportation – School Van – 60 miles x .50 Provides leadership training for student council members	\$500 30	5800 5710
Kinder Camp 75 students for 3.5 hours instruction time Teacher \$50 per hour x 3 teachers x 4.5 hours x 10 days Employee benefits @ 10.94% Instructional Aide - 3 positions x 4.5 hours x 10 days x \$14 per hour Employee benefits @ 8.89% Curriculum and Supplies \$200 x 3 teachers T-shirts 85 x \$15 each Books 75 x \$7 each Homework Packets \$15 @ 75 Pre-kinder two-week summer school pre-teaches kindergarten standards and provides instruction in key readiness skills to prepare students for all day kindergarten program	\$6,750 738 1,890 168 600 1,275 525 1,125	1100 3000 2100 3000 4300 4300 4300 4300
Kindergarten Orientation Teacher \$50 per hour x 3 teachers x 3 hours Employee benefits @ 10.94% Materials and Supplies \$100 Incentives \$100 Back-to-School Night to welcome kindergarten parents and students and to provide an orientation to school expectations, routines, and procedures	\$450 49 100 100	1100 3000 4300 4300

Providing Operational Flexibility and Sustained Support		
Operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes:		
KCSOS Consultation Support with development and monitoring of the Single Plan for Student Achievement to design goals that will incorporate activities with SIG and DAIT as needed 2 days @\$1,500	\$3,000	5800
Ongoing intensive technical assistance:		
Pivot Learning Partners will provide monthly meetings with site and district teams, meetings with parent and community groups, reports to the board of trustees, cabinet systems work, administrative coaching support, monitoring of implementation plan and student results, and coordinating all services through the Palm Avenue School under the School Improvement Grant.	Days of service are delineated with each activity above	5800

Drug-Free Workplace - Funding Tools and Materials (CA Dept of Education)

Page 1 of 2

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)
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Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Wasco Union Elementary School District

639 Broadway Avenue

Wasco, California 93280

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34

Drug-Free Workplace - Funding Tools and Materials (CA Dept of Education)

Page 2 of 2

CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Wasco Union Elementary School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: F. Paul Chounet, Ed.D., Superintendent

Signature:  Date: June 29, 2010

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Wednesday, May 05, 2010

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/lobby.asp>)
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Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Wasco Union Elementary School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: F. Paul Chounet Ed.D., Superintendent

Signature:  Date: June 29, 2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

Debarment and Suspension - Funding Tools and Materials (CA Dept of Education)

Page 1 of 2

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/debar.asp>)
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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Wasco Union Elementary School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: F. Paul Chounet Ed.D., Superintendent

Signature:  Date: June 29, 2010

Debarment and Suspension - Funding Tools and Materials (CA Dept of Education)

Page 2 of 2

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).


SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Wasco Union School District
Authorized Executive:	F. Paul Chounet, Ed.D.
Signature of Authorized Executive	

SIG Form 8–Waivers Requested**Waivers Requested**

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served**Schools to be Served**

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Palm Avenue School	15-63842-6010250	064140006846	X						X			\$3,787,134

SIG Form 10–Implementation Chart for a Tier I or Tier II School**2010-11 Year 1 Implementation Chart for a Tier I or Tier II School**

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Palm Avenue Tier: <u>I</u>						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>0</u> LEA <u>8</u> School _____ Other _____						
Services & Activities		Timeline	Projected Costs School LEA		Resource	Oversight
Developing and Increasing Teacher and School Leader (and other staff) Effectiveness						
Principal Replacement:						
RP	Principal Replaced 1. Superintendent to hold goal setting for 2010-11 with principal 2. Superintendent to hold quarterly meetings with principal to evaluate progress toward goals and provide feedback 3. Formally evaluate principal, including student achievement data	July 2009 August 2010 October, January, March, June May - June 2011	-0-	-0-	Gen Fund	Superintendent
RP	Principal Coaching 1. Generate Pivot Learning Partners contract for SIG Grant Year 1 Activities, including Professional Development, Coaching, Site-Level Progress Monitoring, Classroom Observations, Teacher Leadership Series Implementation, Wasco Collaborative Cohort, Site Level Administrative Meetings, Site Level Teacher Leadership Meetings, Full Staff	July 2010	\$15,000		SIG	Asst. Supt. PLP Project Lead

	<p>Meetings, and Collaboration with Parent Groups</p> <p>2. PLP to assist Assistant Superintendent with planning, developing, implementing, and monitoring Year 1 SIG Grant</p> <p>Note: The Pivot Learning Partners (PLP) contract is inclusive for all SIG Year 1 activities noted throughout this Implementation Chart. The specific activities/budgeted allocations are aligned in "Services & Activities" Year 1 budget.</p>	August 2010 – June 2011				
RP	<p>Communication Plan</p> <ol style="list-style-type: none"> 1. Principal, Assistant Superintendent, and PLP Project Lead to create a monthly calendar of all tasks and professional development to be completed 2. Develop a SIG resource page on the district website with information regarding the SIG plan, implementation of the grant, contacts, FAQs, upcoming events, and other important information 3. Meet with PLP site coach, Learning Director, Vice Principal, Academic Coach to develop a power point presentation on the SIG requirements, implementation expectations, and timelines 4. Meet with Leadership Team to follow process with step 2, and revise power point if needed 5. Meet with all staff, certificated and classified 6. Meet with parent groups, including SSC, ELAC, and Booster Club 7. Principal to meet with students to discuss plans and goals for Palm Avenue. 	<p>July – August 2010</p> <p>July – August 2010</p> <p>August 2010</p> <p>August 2010</p> <p>Aug- Sept 2010</p> <p>August – September 2010</p> <p>August 2010</p>	-0-			Superintendent Asst. Supt. PLP Project Lead Principal Director of Tech.

	8. Superintendent to meet with all administrative cabinet 9. Assistant Superintendent to meet with district support team 10. Presentation to school board 11. Include SIG progress updates on agendas for SSC, ELAC, Booster Club, Leadership Team, Student Council 12. Quarterly report to the board	August 2010 August 2010 September 2010 Quarterly Quarterly				
Use rigorous, transparent evaluation systems:						
ES	Professional Development on CSTP Standards 1. Order <u>2009 California Standards for the Teaching Profession</u> 2. Conduct professional development with PLP 3. Implement during goal-setting conferences with teachers 4. Schedule formal evaluations for all certificated staff 5. Use CSTP standards as basis for formal evaluation and action plans for teachers in need of improvement. Include coaching support as part of improvement plans. 6. Allocate learning director time and coaching services to support teachers on improvement plans. 7. Schedule and conduct on-going formal evaluations for all certificated staff with improvement plans 8. Transfers and reassignments will be made based on the educational needs of the school and the district 9. Conduct end-of-year conferences with all certificated staff as part of check-out	July 2010 August 2010 September 2010 September 2010 September 2010 – March 2010 September 2010 – March 2011 September 2010 – March 2011 Spring 2011 May 2011	\$4,640		SIG	Asst. Supt. Principal Learning Director Vice Principal PLP Project Lead

ES	Negotiate with bargaining team to develop a certificated evaluation tool that incorporates CSTP Standards and student achievement results. <ol style="list-style-type: none"> 1. Superintendent to meet with 2010-11 union leadership. 2. Calendar dates for negotiations. 3. Calendar dates for committee work on certificated evaluation tool. 4. Conduct negotiations. 5. Committee works to agree on a standards-based evaluation tool. 6. Approval by bargaining unit. 	June 2010 – April 2011	-0-			Superintendent Asst. Supt.
Incentives:						
IRR	Attendance Incentives for Teachers <ol style="list-style-type: none"> 1. Develop progressive incentives up to \$100 per quarter in instructional materials/supplies offered for each teacher 2. Present incentive plan to Palm Avenue staff 3. Distribute incentives each quarter 	July 2010 August 2010 November, January, April, June 2010-11	\$10,400		SIG	Superintendent CBO Principal
IRR	Teacher Leadership <ol style="list-style-type: none"> 1. Schedule dates for Teacher Leadership meeting, Cycle of Inquiry, PLCs 2. Asst. Supt. and PLP support principal in development of timeline and agenda topics from SIG Year 1 grant for 2010-11 	August 2010 August 2010 – June 2011	\$46,898		SIG	Asst. Supt. Principal PLP Project Lead
Ongoing, high-quality, job embedded professional development:						
PD	Learning Director <ol style="list-style-type: none"> 1. Develop Job Description 2. Fill position 	June 2010 July 2010	\$100,122		SIG	Superintendent Asst.

	<ul style="list-style-type: none"> 3. Delineate responsibilities of Principal, Learning Director, Vice Principal, and Coach to maximize efficiency, productivity, rigor, and results 4. Goal-setting and feedback on job performance by principal and Assistant Superintendent 5. Formally Evaluate Learning Director, including student achievement data and change in implementation of professional development 	<p>July-August 2010</p> <p>Quarterly</p> <p>May-June 2011</p>				Supt. Principal
PD	Teacher Leadership Follow-Up with PLP, including Cycle of Inquiry, PLCs, Best Practices, Systems Change, Leadership Development <ul style="list-style-type: none"> 1. Generate contract 2. Schedule 4 TL Professional Development Modules, 1 per quarter 3. Hold 4 TL Professional Development Modules, 1 per quarter 4. Plan activities for 2011-12 	<p>July 2010</p> <p>July 2010</p> <p>October, January, March, May</p> <p>May 2010-11</p>	\$5,000		SIG	Asst. Supt. Principal
PD	Team Building for Staff <ul style="list-style-type: none"> 1. Select provider and generate contract 2. Schedule Team Building Professional Development and follow up for Principal and administrative site team 3. Schedule Team Building Professional Development with staff 4. Conduct team building activities 5. Meet with provider to evaluate level of teamwork and collegiality, and plan follow-up activities for 2011-12 if needed 	<p>July 2010</p> <p>July 2010</p> <p>August 2010</p> <p>September 2010</p> <p>Spring 2011</p>	\$1,500		SIG	Principal Learning Director Vice Principal
PD	Behavior Management <ul style="list-style-type: none"> 1. Select professional development presenter 2. Generate contract 3. Schedule Behavior Management Professional 	<p>July 2010</p> <p>July 2010</p> <p>July-August</p>	\$29,999		SIG	Asst. Supt. Principal Learning

	Development 4. Conduct professional development activities 5. Monitor implementation of strategies 6. Monitor referral and suspension rate monthly 7. Conduct walk through with provider to evaluate level of implementation and plan follow-up activities for 2011-12	2010 Sept-Oct 2010 Oct –May Aug –May April – May				Director Vice Principal
PD	Explicit Direct Instruction 1. Generate contract with DataWorks 2. Schedule Explicit Direct Instruction Professional Development 3. Conduct professional development activities 4. Monitor implementation of strategies monthly	July 2010 July-Aug 2010 Sept-Oct 2010 October –May 2011	\$30,129		SIG	Asst. Supt. Principal Learning Director
PD	Aha! Process, Inc. Ruby Payne's <u>A Framework for Understanding Poverty</u> 1. Generate contract with Aha! Process, Inc 2. Schedule Professional Development 3. Conduct professional development activities 4. Monitor implementation of strategies monthly, during COI data meetings, and parent conferences 5. Plan follow-up activities for 2011-12	August 2010 Aug - Sept 2010 February 2010 February – May 2011 Spring 2011	\$15,565		SIG	Asst. Supt. Principal Learning Director Vice Principal
PD	California Frameworks for Reading-Language Arts and Mathematics 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Site-level implementation of frameworks 5. Monitor implementation of strategies monthly and during COI data meeting	July 2010 July 2010 September- October 2010 Oct –May 2010 October –May 2011	\$4,501		SIG	Asst. Supt. Principal Learning Director Vice Principal

PD	Wasco Collaborative Cohort <ol style="list-style-type: none"> 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 	July 2010 July – Aug 2010 August 2010 – June 2011	\$4,222		SIG	Asst. Supt. Principal Learning Director PLP Proj Lead
PD	ELD/ELA Standards Maps by WestEd - Site-level implementation of ELD/ELA Standards Maps, incorporating ELD standards into planning standards-based lessons to scaffold English learner access to grade level content. <ol style="list-style-type: none"> 1. Generate contract with provider, KCSOS if available 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Site-level implementation of ELD/ELA Standards Maps, incorporating ELD standards into planning 5. Monitor implementation monthly and during COI data meeting 6. Evaluate level of implementation and plan follow-up activities for 2011-12 	August 2011 August 2011 November 2010 - January 2011 November 2010 - January 2011 January 2010 - May 2011 April - May 2011	\$7,595		SIG	Asst. Supt. Principal Learning Director
PD	English Learner Network <ol style="list-style-type: none"> 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Monitor implementation 	July 2010 July 2010 August 2010 – May 2011 August 2010 – May 2011	\$8,178		SIG	Asst. Supt. Principal Learning Director PLP Proj Lead
PD	Online Assessment System (OARS) <ol style="list-style-type: none"> 1. Generate contract 	July 2010	\$4,717		SIG	Asst. Supt.

	2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Monitor implementation	September 2010 September 2010 – May 2011 September 2010 – May 2011				Principal Learning Director
PD	McMillan McGraw Hill Treasures Instructional Materials-Training 1. Contact vendor to arrange for free training 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Monitor implementation	July 2010 July 2010 August 2010 August 2010 – May 2011	\$2,995		SIG	Asst. Supt. Principal Learning Director
PD	National Geographic-Hampton Brown Inside Instructional Materials Training 1. Contact vendor to arrange for free training 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Monitor implementation	July 2010 July 2010 August 2010 August 2010 – May 2011	\$1,664		SIG	Asst. Supt. Principal Learning Director
PD	Provide publisher professional development for mathematic intervention program 1. District selects program 2. Requisition materials 3. Contact vendor to arrange for free training 4. Schedule Professional Development 5. Conduct professional development activities 6. Monitor implementation of strategies	Aug - Nov 2010 November 2010 November 2010 November 2010 Dec – Jan 2011 Dec – May 11	\$12,064		SIG	Asst. Sup Learning Director
PD	Directed Activity-Based Playground Training and Support 1. Generate contract with provider (Playworks, if available) 2. Schedule Professional Development	July 2010 July 2010	\$37,691		SIG	Asst. Supt. Principal Learning Director

	<ul style="list-style-type: none"> 3. Conduct professional development activities and design follow up 4. Site-level implementation of playground activities 5. Order additional equipment as necessary 6. Monitor implementation monthly 7. Conduct walk through with provider to evaluate level of implementation and plan follow-up activities for 2011-12 	<p>August 2010</p> <p>August 2010– May 2011</p> <p>August 2010– May 2011</p> <p>August 2010– May 2011</p> <p>April - May 2011</p>				Vice Principal
PD	Anti-Bullying and Asset Building <ul style="list-style-type: none"> 1. Contact KCSOS to request information on workshops for 2010-11 2. Schedule attendance at professional development workshop offering for Principal and site team 3. Schedule Anti-Bullying and Asset Building professional development during staff meeting or after school 4. Conduct Anti-Bullying and Asset Building activities 5. Monitor implementation 6. Evaluate through Student Surveys in Grades 4-6 7. Plan follow-up activities for 2011-12 	<p>July 2010</p> <p>August 2010– May 2011</p> <p>August 2010– May 2011</p> <p>August 2010– May 2011</p> <p>Aug–May 2011</p> <p>May 2011</p>	\$4,207		SIG	Principal Vice Principal
PD	Technology Training <ul style="list-style-type: none"> 1. Contact KCSOS to request information on workshops for 2010-11 2. Schedule attendance at professional development workshop offering for site team 3. Schedule Smart Boards and other technology training with staff 4. Conduct professional development activities 	<p>July 2010</p> <p>August 2010– May 2011</p> <p>August 2010– May 2011</p> <p>Aug–May 2011</p>	\$3,717		SIG	Principal Learning Director

	5. Monitor implementation	August 2010– May 2011				
PD	Book Studies <ol style="list-style-type: none"> 1. Order professional books, <u>A Framework for Understanding Poverty</u>, Ruby Payne <u>Classroom Instruction that Works</u> by Marzano, for book studies 2. Schedule book studies for professional development with staff 3. Principal and site administrative team read books 4. Research support materials and plan for book studies with staff 5. Conduct book study and have staff plan how to apply new knowledge 6. Monitor implementation 	August 2010 August 2010 – May 2011 August – September 2010 August – September 2010 September 2010 – May 2011 September 2010 – May 2011	\$1,159		SIG	Principal Learning Director
Recruit, place, and retain staff:						
RPR	School site Coaching <ol style="list-style-type: none"> 1. Evaluation of Implementation of SIG Grant Year 1 Activities 2. Quarterly updates to stakeholders, including SSC, ELAC, Booster Club, Board of Trustees/community 3. PLP and Assistant Superintendent to monitor the planning, development, implementing of Year 1 SIG Grant 4. PLP and Assistant Superintendent to work with principal in planning Year 2 SIG Activities 	Monthly September, December, March, June Monthly March – June 2011	\$-0-		SIG	Superintendent Asst. Supt. PLP Project Lead Principal
Measure change in instructional practice:						
PD	Conduct evaluation activities, including walk throughs, with all professional development providers to evaluate level of implementation and	March – May 2011	\$62,500		SIG	Superintendent Asst.

	plan follow-up activities for 2011-12 <ul style="list-style-type: none"> • Pivot Learning Partners • Behavior Management • Explicit Direct Instruction • Directed Activity-Based Playground Training and Support • School Innovations and Advocacy Special Education Evaluation • Instructional Technology 					Supt. PLP Project Lead
Comprehensive Instructional Reform Strategies						
Implementation of core and intervention programs:						
IP PD	Academic Coach to provide support to teachers in the implementation of curriculum and best practices to increase student achievement <ol style="list-style-type: none"> 1. Evaluate current coach duties and assignments, make revisions to schedule and duties 2. Weekly planning with coach to evaluate planned activities, determine coaching focus, and prioritize coaching to greatest area of need 3. Assign coach to provide support to staff on improvement plans due to formal evaluation 4. Coach to submit weekly schedule in advance to Learning Director for approval 5. Coach to submit weekly summary log of coaching activities conducted to Learning Director 6. Formally evaluate coach, including completion of assigned coaching duties, professional development conducted, observable change in implementation of strategies and impact on student achievement 	July – August 2011 Weekly Weekly Weekly Weekly February – April 2010	-0-		Dist. Cat.	Superintendent Asst. Supt. Principal Learning Director

IP	<p>Purchase new Reading-Language Arts Program 2 with ELD component, to provide increased vocabulary, writing, scaffolding, ELD curriculum, and more intensive intervention materials during the school day to meet the needs of English learners and narrow the achievement gap.</p> <p>McMillan/McGraw-Hill <u>Treasures</u> Program 2 Kindergarten – 6th grade Reading Language Arts Program 2 with English Language Development</p> <ol style="list-style-type: none"> 1. Generate requisitions and order materials 2. Schedule professional development 3. Write pacing guides and align benchmark blueprints for core, including support for ELs and academic vocabulary 4. Develop pacing guides for ELD component 5. Monitor implementation and provide coaching support for core and ELD 	<p>May - June 2010 June 2010 June – August 2010</p> <p>July – Aug 2010 August 2010 – May 2011</p>	-0-		Gen Fund & Dist. Cat.	Asst. Supt. Principal Learning Director
IP	<p>Intervention Teachers, 4 positions, to deliver Hampton-Brown Intensive Intervention Reading program to students who are 2 or more years below grade level in 4th – 6th grades</p> <ol style="list-style-type: none"> 1. Post positions 2. Fill positions 3. Conduct goal-setting with all intervention teachers 4. Conduct initial training on Hampton Brown Inside curriculum with publisher 5. Weekly lesson plans submitted to Learning Director for approval 6. Monitoring of implementation of curriculum 7. Conduct follow-up professional development with publisher 8. Feedback on strategies and implementation of 	<p>July – Aug 2010 July - Aug 2010 August – September 2010 August 2010</p> <p>Weekly</p> <p>Weekly January – February 2011 Weekly</p>	\$184,220		SIG	Asst. Supt. Learning Director

	program to teachers 9. Formally evaluate Intervention Teachers	February – April 2011				
Promote the continuous use of data:						
SD	Develop and implement a research-based approach to instruction, assessment, and intervention: <ul style="list-style-type: none"> Mapping out essential standards to be addressed on each district benchmark Designing good first instruction of essential standards Common formative assessment (CFA) on a single standard after instruction Conducting error analysis on common formative and designing appropriate intervention based on student need Determine enrichment of standard for students who demonstrate mastery Follow-up assessment after intervention Evaluate results on benchmark assessment Determine/design maintenance activities throughout year until CST testing Engage in district-wide evaluation of benchmark data and support for achievement at Palm Avenue <p>Implement formative assessment test bank for language arts and math that include pre-formatted common formative assessments aligned to state standards, with rationale for error analysis to target reteaching</p> <ol style="list-style-type: none"> Generate contract with Intel-Assess for item bank and common formative assessment Arrange for classified staff resources to align 	<p>July 2010</p> <p>July –</p>	\$9,022		SIG	Asst. Supt. Principal Learning Director

	<p>in common formatives for essential standards for grades 3-6 as determined by the district pacing guide</p> <ol style="list-style-type: none"> 3. Evaluate “Walk to Learn” intervention and discuss areas for refinement of practice 4. Learning Director to meet with grade levels to plan initial instruction, error-analysis of CFA, and reteaching/enrichment 5. Evaluate implementation and conduct additional professional development 6. Evaluate benchmark data 7. Academic Summits for district-level discussion of data and feedback 8. Superintendent to meet with principal quarterly to discuss implementation of professional development, CFA implementation, intervention, and benchmark results 9. Assistant Superintendent to meet with Learning Director quarterly to discuss implementation of professional development, CFA implementation, intervention, and benchmark results 	<p>September 2010</p> <p>July – August 2010</p> <p>July – August 2010</p> <p>August – October 2010</p> <p>3 times per year</p> <p>3 times per year</p> <p>August, November, February, June</p> <p>At end of each academic quarter</p>				
SD	<p>Pivot Learning Partners to support continuous use of data through the Cycle of Inquiry.</p> <ol style="list-style-type: none"> 1. District administrative team to develop “non-negotiables” for frequency of assessment, types of assessments, error analysis of results, and use of data to drive instructional decisions. 2. Develop calendar of COI meetings throughout the year based on the district assessment calendar. 	<p>July 2010</p> <p>July 2010</p>	\$12,000		SIG	PLP Project Lead Asst. Supt. Principal

	3. PLP to support principal in developing agendas and templates to be used for data analysis and action plans based on student achievement needs	July 2010 – May 2011				
SD	K-5 Standards Maps - Quick Glance Reference Guide Implementation <ol style="list-style-type: none"> 1. Purchase K-5 and 5-8 Standards Maps - Quick Glance Reference 2. Learning Director to meet with grade levels to plan initial instruction, error-analysis of CFA, and reteaching/enrichment 3. Use Standards Maps to determine gaps in standards mastery from previous grades to guide instruction for intervention/reteaching or determine where the standard skill progresses in the next grade to design enrichment activities 4. Assistant Superintendent to meet with Learning Director quarterly to discuss implementation of intervention and enrichment activities 	<p>July 2010</p> <p>Bi-monthly at minimum</p> <p>Ongoing</p> <p>At end of each academic quarter</p>	\$1,927		SIG	Asst. Supt. Principal Learning Director
Conduct periodic review of curriculum implementation						
IP	Pivot Learning Partners and Assistant Superintendent to conduct periodic reviews of curriculum <ol style="list-style-type: none"> 1. PLP and Assistant Superintendent to schedule quarterly walk throughs to check for evidence of fidelity of curriculum implementation, pacing, and collaboration 2. PLP and Assistant Superintendent will check for evidence of weekly lesson plan checks by site administration 	<p>October, December, March, May</p> <p>October, December, March, May</p>	\$6,000		SIG	Asst. Supt. PLP Project Lead

IP PD	UCLA Teacher –Led Walk Throughs <ol style="list-style-type: none"> 1. Principal to schedule walk throughs and arrange for substitute coverage. 2. Walk through teacher leaders report out findings to staff 	July – August Monthly	\$4,573		SIG	Principal Learning Director
IP PD	Collect implementation data and give feedback to staff. <ol style="list-style-type: none"> 1. Contact KCSOS to request information on workshops for 2010-11 for C3 Data Collection Tool (Collect, Connect, and Coach) 2. Schedule attendance at professional development workshop offering for site administrators 3. Purchase necessary hand-held devices for data collection 4. Set implementation goals, collect implementation data, and give feedback to staff 5. Monitor implementation and report to Assistant Superintendent 	August 2010 August – December 2010 August – December 2010 Monthly Monthly	\$2,000		SIG	Director of Tech. Principal Vice Principal Learning Director
Implement a school-wide RTI2 model						
IP SD	RTI meetings at site to discuss assessments, effectiveness of instruction, and interventions for students <ol style="list-style-type: none"> 1. Schedule monthly meetings 2. Evaluate CST results and generate list of at-risk students for ELA and Math 3. Schedule roving substitute coverage with district office for classroom teacher release 4. Principal to set up school procedures for prioritizing students for meetings, notifications, agendas, and process to be followed 5. Assistant Superintendent to meet monthly with 	July – Aug 2010 July – August 2010 August – September 2010 July – August 2010 Monthly	\$1,589		SIG	Principal Learning Director Rtl ² Teacher

	Rtl2 Intervention Teacher (district-funded position) to follow up with site process, provide feedback, troubleshoot, and refine practices					
Professional development to support students with disabilities and English learners						
IP PD	School Innovations and Advocacy Special Education Evaluation to evaluate services to students with disabilities and make recommendations as to revisions/refinement of current practices and services. 1. Generate contract with provider 2. Schedule evaluation and Professional Development 3. Conduct evaluation and professional development activities and design necessary follow up 4. Site-level implementation of recommendations 6. Monitor implementation monthly 7. Conduct follow-up evaluation with provider to determine level of implementation and plan follow-up activities for 2011-12 as needed	July 2010 July – August 2010 September – October 2010 Ongoing Monthly April – May 2010	\$4,518		SIG	Asst. Supt. Director of Special Ed Principal Learning Director
IP SD PD	EL Elementary Network collaborative to build capacity among teacher leaders, understand EL student academic challenges, determine support necessary, and implement best practices for instruction. 1. Calendar EL Elementary Network dates for meetings 2. Arrange for substitute release for participating teachers 3. Arrange for professional development on CELDT and possible teacher training for	July 2010 August 2010 August 2010	\$12,500		SIG	Principal Learning Director

	<p>administration of CELDT reading and writing subtests.</p> <ol style="list-style-type: none"> Principal to work with district office to set windows for EL ADEPT assessment administration Principal to arrange for collaboration time for all staff. Principal and Learning Director set implementation targets for instructional strategies and collect implementation data to give feedback to staff. Principal and Learning Director to evaluate ADEPT English Learner assessment data Principal and Learning Director to report out status of implementation to Assistant Superintendent and PLP Project Lead 	<p>August 2010</p> <p>August 2010</p> <p>Monthly</p> <p>2-4 times each year</p> <p>Monthly</p>		ADEPT funded out of district and site categoricals		
IP PD	<p>EL Support for Core Instruction</p> <p>Site-level implementation of ELD/ELA Standards Maps, incorporating academic vocabulary and sentence frames into planning of standards-based lessons to scaffold English learner access to grade level content.</p> <ol style="list-style-type: none"> Principal to establish expectations for lesson planning and use of academic vocabulary and sentence frames for core instruction Schedule time for grade levels to work on curriculum support Learning Director to work with grade level leadership to determine appropriate academic vocabulary and sentence frames in lesson planning 	<p>July 2010</p> <p>July – August 2010</p> <p>Bi-Monthly - Monthly</p>	\$13,313		SIG	Principal Learning Director
PD	<p>KCSOS Professional Development for EL</p> <ol style="list-style-type: none"> Generate contract with KCSOS 	<p>July 2010</p>	\$13,658		SIG	Asst. Supt.

	2. Calendar dates for Professional Development 3. Arrange for substitute release for participating teachers 3. Principal to arrange for collaboration time for all staff to share out best practices. 4. Principal and Learning Director set implementation targets for instructional strategies and collect implementation data to give feedback to staff. 5. Principal and Learning Director to report out status of implementation to Superintendent, Assistant Superintendent, and PLP Proj Lead	July – Aug 2010 August 2010 August 2010 Monthly Monthly				Principal Learning Director
Technology-based supports and interventions:						
IP	Learning Software: Software to target gaps in student learning for intervention 1. Select vendor 2. Generate contract for license fee with preferred vendor 3. Arrange professional development for technology intervention specialists, Learning Director, Academic Coach, district office staff 4. Develop schedules for access for students and staffing schedules, to include before and after school, during school, and during recesses and lunch 5. Learning Director to review reports of student progress weekly 6. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal	July 2010 July 2010 July – August 2010 August 2010 Weekly Monthly	\$176,308		SIG	Asst. Supt. Director of Technology Principal Learning Director
IP SD	Technology Intervention Specialist (Classified) – 6 part-time positions to staff computer labs for technology-based learning software		\$189,732		SIG	Superintendent Asst.

	<ol style="list-style-type: none"> 1. Develop Job Description or review current job descriptions and modify, if needed 2. Post positions 3. Fill positions 4. Goal-setting and feedback on job performance 5. Formally evaluate Technology Intervention Specialist 	<p>July 2010</p> <p>July 2010 July – Aug 2010 August – Sept Spring 2010</p>				Supt. Principal Learning Director
IP SD	Purchase additional classroom technology to enhance instruction <ol style="list-style-type: none"> 1. Purchase remote control clickers and speakers for Smart Boards 2. Purchase Senteo Interactive Response Systems 3. Monitor implementation of Smart Boards, give feedback on effectiveness to teachers 	<p>July - August 2010 July - August 2010 August 2010 – May 2011</p>	\$47,360		SIG	Principal Director of Technology
IP	Add additional Computer lab to the Palm Avenue campus to allow adequate access to computer-based learning software to all students <ol style="list-style-type: none"> 1. Director of Technology to work with principal to requisition all equipment and furniture necessary 2. Technology Department and Maintenance Department to set up computer lab, installing all furniture and equipment 	<p>July 2010</p> <p>July - August 2010</p>	\$52,337		SIG	Director of Technology Principal
Increasing Learning Time and Creating Community-Oriented Schools						
Establish schedules and strategies that provide increased learning time:						
ILT IP	Computer lab to be accessible to students before school for computer-based learning software to target gaps in student learning for intervention <ol style="list-style-type: none"> 1. Develop schedules for access for students and staffing schedules for computer labs 2. Learning Director to review attendance, time on task, and reports of student progress 	<p>July – August 2010</p> <p>Weekly</p>	-0-		SIG	Principal Learning Director

	weekly 3. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal	Monthly				
ILT	The school will offer enrichment and motivational activities before school, such as Chess Club, Books and Breakfast, Buddy Reading, and other motivational activities. 1. Recruit teachers and develop schedules 2. Learning Director to monitor program, and review attendance 3. Learning Director will report monthly on student participation and program effectiveness to Assistant Superintendent and Principal	Aug – Sept 2010 Monthly Monthly	\$5,393		SIG	Principal Learning Director
ILT	Extended learning opportunities after school three times per week in 6-week sessions. 1. Develop schedules for staffing schedules and access to computer-based learning for students 2. Post positions and hire staff from throughout the district 3. Order curriculum for paired reading 4. Determine additional instructional focus of each session to reteach essential standards and provide enrichment opportunities 5. Determine pre- and post-assessments to be used for academic intervention sessions 6. Recruit students for participation in after-school sessions 7. Learning Director to review attendance, time on task, and reports of student progress weekly	July – August 2010 July – August 2010 July 2010 Each benchmark period Each benchmark period August, October, January Weekly	\$85,102		SIG	Asst. Supt. Principal Learning Director

	8. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal	Monthly				
ILT IP FCE	Summer Acceleration Academy Grades 1st – 6th grade – June 2011 <ol style="list-style-type: none"> 1. Schedule dates, number days, and hours of operation for Summer Acceleration Academy 2. Generate contract with DataWorks for Step Up Academy during Summer 2011 3. Teacher leadership to determine standards for preteaching during summer academy for lesson development by DataWorks 4. Recruit students – open enrollment to all students in the school 5. Hire staff for summer academy, including teachers and classified staff, such as clerical support, activity directors, technology intervention specialists 6. Schedule training for staff, including modeling of instruction 7. Arrange for all summer academy supports, including pre- and post-assessments, surveys, student handbooks, teacher power points 8. Make arrangements for food services (part of summer feeding program, free to all students) 9. Include information about summer academy at SSC, ELAC, and Booster Club meetings 10. Schedule and hold parent workshop to inform parents of focus of summer academy to enhance the academy experience 	December 2010 December 2010 February 2011 Feb – Mar 2011 February – March 2011 December 2010 January 2010 March – April 2011 Spring 2011 May 2011	\$114,805		SIG	Asst. Supt. Principal Learning Director
Provide ongoing mechanisms for family and community engagement:						
FCE	Student Planners Customized School planners for Palm Avenue		\$3,375		SIG	Principal

	<ol style="list-style-type: none"> 1. Select vendor for planners, recommend Character Counts! 2. Generate Purchase Order for planners 3. Determine cover design, school-specific pages, and other customized features 4. Include information on planners to parents at Back-to-School night 5. Discuss with parents ways planners could be used more effectively during regularly scheduled SSC, ELAC, and Booster Club meetings. 6. Give feedback on effectiveness to teachers and monitor implementation of practice 	<p>July 2010</p> <p>July 2010</p> <p>July 2010</p> <p>August – September 2010</p> <p>Ongoing</p> <p>Quarterly</p>				
FCE	<p>Palm Avenue will create a Parent Resource Center that will be open and staffed two evenings per week from 4:00 – 7:00 p.m.</p> <ol style="list-style-type: none"> 1. Determine classified staff coverage from pool of Technology Intervention Specialists 2. Order computers, and other technology for parents. 3. Order primary language books for parent check-out. 4. Contact KCSOS for opportunities for training and resources for parent involvement make-it, take it activities, fluency folders, and games 5. Contact the high school district for possible student volunteers to provide homework help 6. Recruit and train community volunteers/parents to read with students. 	<p>August 2010</p> <p>July – Sept 2010</p> <p>July – Sept 2010</p> <p>July – August 2010</p> <p>July – August 2010</p> <p>August - Ongoing</p>	\$23,123		SIG	Principal Learning Director of Technology
FCE	<p>The Palm Avenue library will open one morning per week to support a summer reading program.</p> <ol style="list-style-type: none"> 1. Principal to arrange for library access and staffing 	<p>July 2010</p>	\$1,828		SIG	Principal

	<ol style="list-style-type: none"> 2. Principal and library clerk will develop a summer reading incentive program 3. The school's automated calling system will notify families of library availability, hours of operation, and summer reading incentives 5. Principal and library clerk will reward students who read over the summer 6. Recruit and train community volunteers/parents to read with students during Summer 2011 	<p>July 2010 Weekly</p> <p>August 2010</p> <p>Spring 2011</p>				
FCE	<p>The Palm Avenue library will open two evenings per week to support family involvement with reading.</p> <ol style="list-style-type: none"> 1. Principal to arrange for library access and staffing 2. Teacher leaders will assist in selecting library books for purchase. 3. Principal and library clerk will develop a parent involvement reading incentive 4. The school's automated calling system and marquee will notify families of library availability and hours of operation 5. Principal and library clerk will work with Booster Club to develop rewards for families who take advantage of the extended library hours. 	<p>August 2010</p> <p>August 2010</p> <p>August 2010</p> <p>August 2010</p> <p>Quarterly</p>	\$3,238		SIG	Principal Learning Director
FCE	<p>Parent Education and Empowerment classes will be offered during the 2010-11 school year.</p> <ol style="list-style-type: none"> 1. Select provider, such as PIQE 2. Generate contract with provider 3. Schedule parent education classes and recruit parents 4. Conduct parent education activities 	<p>July – Aug 2010</p> <p>Aug – Sept 2010</p> <p>August – September 2010</p> <p>2010-2011</p>	\$15,000		SIG	Principal Vice-Principal

	5. Get feedback from parent leader groups at SSC, ELAC, and Booster Club 6. Monitor implementation and design activities for 2011-2012	Ongoing Spring 2011				
FCE	Palm Avenue will hold Parent Conferences with first, second, and third quarter report card periods. <ol style="list-style-type: none"> 1. Principal to work with teacher leadership to schedule parent conference windows. 2. Principal to meet with teacher leadership and student council to get input for incentives to get 100% of parents at parent conferences 3. Principal to make arrangements for incentives. 4. Principal to arrange for adequate translators during conference windows 5. Principal to develop agenda for topics to be covered at each conference 6. Office staff generate sign-in sheets for all teachers with pre-printed lists of student and parent names 7. Teachers conduct conferences and turn in agendas and sign-in sheets to principal 8. Principal to send letters home to parents who did and did not attend conferences as a follow up 9. Principal to report out parent conference attendance to SSC, ELAC, Booster Club, and to superintendent 	July – Aug 2010 Aug –Sept 2010 Sept – Oct 2010 Quarterly Quarterly Quarterly End of conference week Quarterly Quarterly	\$6,201		SIG	Principal Learning Director
FCE	Parenting Support Group <ol style="list-style-type: none"> 1. Contact KCSOS, local community groups, and district resources to find training for site staff 2. Principal and Vice Principal to identify parents for inclusion in the Parenting Support Group 	September 2010 Ongoing	\$1,997		SIG	Principal Vice Principal

	3. Schedule and hold parent support groups 4. Monitor students for impact on behavior and engagement in school	Weekly Ongoing				
Creating a safe school environment:						
ILT SD	Principal and Vice-Principal will establish a safe school environment. <ol style="list-style-type: none"> 1. Activity directors will be hired for before school, recess, and lunch to implement play-based recess program 2. Vice Principal will meet monthly with all campus supervisors to review playground safety and referral rates, and to conduct professional development 3. Principal, Vice Principal, and Learning Director to be visible on campus and in front of school before school and at dismissal. 4. Principal and Vice Principal will monitor effectiveness of Conflict Mediation 5. Principal to report results to Superintendent at quarterly goal-monitoring meeting 6. Survey all students in grades 4-6 as to school connectedness, safety, and assets to plan activities for 2011-12 	July – August 2010 Monthly Daily Monthly Quarterly Spring 2011	\$59,568		SIG	Principal Vice Principal Director of Tech.
ILT SD	Palm Avenue will implement a student Conflict Mediation program. <ol style="list-style-type: none"> 1. Contact KCSOS to inquire about conflict mediation training available in the area 2. Train Principal and Vice-Principal in conflict mediation 3. Order Conflict Mediator t-shirts, sweatshirts, and baseball caps in a bright color (like yellow) so they will be easily identifiable on the playground 	July – Aug 2010 When offered August 2010	\$1,200		SIG	Principal Vice Principal

	<ol style="list-style-type: none"> 4. Order necessary supplies, such as clipboards, and design forms to be used for conflict mediation and record keeping 5. Determine processes and procedures, such as how paperwork on Conflict Mediation will be kept at the site, when will follow-up meetings be held each month for ongoing support and training of students, etc. 6. Select and train 5th – 6th grade students to be Conflict Mediators on the playground before school, recess, and during lunch. 7. Introduce Conflict Mediators to student body at an assembly or other venue to raise student awareness of the option for problem-solving support on campus 8. Meet weekly or bi-weekly with Conflict Mediators to continue training and build mediation skills 9. Monitor effectiveness of Conflict Mediation, referrals, and suspensions 	<p>August 2010</p> <p>August 2010</p> <p>August – September 2010</p> <p>September – October 2010</p> <p>Bi-weekly</p> <p>Ongoing</p>				
Improve school climate and discipline:						
FCE PD	Training for office staff in customer service and communication <ol style="list-style-type: none"> 1. Principal to schedule monthly meetings with all clerical staff at site 2. Principal holds monthly meetings with all clerical staff to provide training and feedback on customer service and communication skills 3. Research and provide extended training to office staff if needed 4. Include customer service, phone etiquette, and communication skills as part of evaluation of staff. 	<p>July – Aug 2010</p> <p>Monthly</p> <p>As needed</p> <p>February – May 2011</p>	\$2,997		SIG	Principal

	5. Discuss topic with parent leaders at SSC, ELAC, and Booster Club to get input on service and suggestions for areas of growth	Ongoing				
SD	Student Council Training <ol style="list-style-type: none"> 1. Contact KCSOS for information on Student Council leadership training held annually at Bakersfield College 2. Enroll Palm Avenue in Leadership training and determine staff chaperone to accompany Student Council 3. Conduct Student Council elections and meet with council monthly at minimum 4. Debrief with Student Council after training and discuss ways to incorporate what they learned at monthly meetings 	August 2010 When available Monthly Ongoing	\$530		SIG	Principal Vice Principal
FCE SD	Kinder Camp – 75 students for 3.5 hours instruction time <ol style="list-style-type: none"> 1. Schedule dates, number of days, and hours of operation for Summer Kinder Camp 2. Teachers leadership to determine standards for preteaching during summer Kinder Camp 3. Recruit students – open enrollment to all incoming kindergarteners 4. Hire classified staff for Kinder Camp, including, such as clerical support and yard supervisors 5. Arrange for all supports, including curriculum and supplies 6. Design and purchase special Kinder Camp t-shirts 7. Make arrangements for food services (part of summer feeding program, free to all students) 	July 2010 July 2010 July 2010 July 2010 July 2010 July 2010 July 2010	\$13,071		SIG	Principal

	8. Include reports about Kinder Camp at SSC, ELAC, and Booster Club meetings	August – October 2010				
FCE	Kindergarten Orientation <ol style="list-style-type: none"> 1. Schedule date and time for Kinder Orientation 2. Teachers to determine information to be covered during Kinder Orientation 3. Notify parents 4. Hire classified staff for Kinder Orientation, including translators 5. Arrange for all summer academy supports, including supplies, books, and homework packets 6. Include reports about Kinder Orientation at SSC, ELAC, and Booster Club meetings 	July 2010 July 2010 July 2010 July – August 2010 July – August 2010 Fall 2010	\$699		SIG	Principal
Providing Operational Flexibility and Sustained Support						
Operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes:						
OF	Support with development of Single Plan for Student Achievement to design goals that will incorporate activities with SIG and DAIT as needed <ol style="list-style-type: none"> 1. Utilize workshops and support offered through KCSOS for advisement with SPSA plan development 2. Submit revised SPSA to CDE 3. Schedule quarterly meetings with KCSOS staff, Pivot Learning Partners, district office staff, and site leadership 4. KCSOS to prepare formal implementation report of findings 	August – September 2010 October 1, 2010 July – August 2010 Quarterly	\$3,000		SIG	Superintendent Asst. Supt.
Ongoing intensive technical assistance:						
TA	Pivot Learning Partners English Learner support – 4 days @ \$1500 = \$6000 Embedded Support for EL Program – 10 days	Delineated and detailed under each activity			SIG	Superintendent Asst.

	@1250 = \$12,500 District Coaching – 40 days @1500 = \$60,000 Site Coaching - 20 days @ 1250 = \$25,000 Pivot Learning Partners will provide coaching support at the site and district level. Included will be building site and district capacity for sustaining the work at the conclusion of the grant period, including expanding a community-wide collaborative of faith-based, business, service organizations, professional organizations, child services departments, Paramount Farms, and so forth, to provide support in achieving academic excellence.	throughout the implementation chart and budget narrative				Supt. PLP Project Lead
TA	District Support Staff providing on-going support to all SIG efforts at Palm Avenue – Indirect costs	June 2010 – June 2011		\$42,259		CBO
TA	KCSOS monitoring of SIG Grant implementation <ol style="list-style-type: none"> 1. Generate contract with KCSOS 2. Schedule quarterly meetings with KCSOS staff, Pivot Learning Partners, district office staff, and site leadership 3. Revise LEA Plan addendum and submit to CDE 4. KCSOS to prepare formal implementation report of findings 5. Superintendent to include SIG progress quarterly during Superintendent's Report agenda item to Board of Trustees 	July 2010 July – August 2010 October 1, 2010 Three times per year Quarterly		\$4,500	SIG	Superintendent Asst. Supt.

SIG Form 10—Implementation Chart for a Tier I or Tier II School**2011-12 Year 2 Implementation Chart for a Tier I or Tier II School**

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Palm Avenue Tier: <u>I</u>						
<input type="checkbox"/> Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>0</u> LEA <u>7.5</u> School <u> </u> Other <u> </u>						
Services & Activities		Timeline	Projected Costs School LEA		Resource	Oversight
Developing and Increasing Teacher and School Leader (and other staff) Effectiveness						
Principal Replacement:						
RP	Principal Replaced 1. Superintendent to hold goal setting for 2011-12 with principal 2. Superintendent to hold quarterly meetings with principal to evaluate progress toward goals and provide feedback 3. Formally evaluate principal, including student achievement data	July 2009 August 2011 October, January, March, June May - June 2012			Gen Fun	Superintendent
RP	Principal Coaching 1. Generate Pivot Learning Partners contract for SIG Grant Year 1 Activities, including Professional Development, Coaching, Site-Level Progress Monitoring, Classroom Observations, Teacher Leadership Series Implementation, Wasco	July 2011	\$15,000		SIG	Asst. Supt. PLP Project Lead

	<p>Collaborative Cohort, Site Level Administrative Meetings, Site Level Teacher Leadership Meetings, Full Staff Meetings, and Collaboration with Parent Groups</p> <p>2. PLP to assist Assistant Superintendent with planning, developing, implementing, and monitoring Year 1 SIG Grant</p> <p>Note: The Pivot Learning Partners (PLP) contract will be inclusive for all SIG Year 2 activities noted throughout this Implementation Chart. The specific activities/budgeted allocations are aligned in "Services & Activities" Year 2 budget.</p>	August 2011 – June 2012				
Use rigorous, transparent evaluation systems:						
ES	<p>Professional Development on CSTP Standards</p> <ol style="list-style-type: none"> 1. Conduct follow up professional development with PLP 2. Implement during goal-setting conferences with all certificated staff 3. Schedule formal evaluations for certificated staff 4. Use CSTP standards as basis for formal evaluation and action plans for teachers in need of improvement. Include coaching support as part of improvement plans. 5. Allocate learning director time and 	<p>August - September 2011</p> <p>September 2011</p> <p>September 2011 – March 2012</p> <p>September 2011 – March 2012</p> <p>September 2011 – March</p>	\$1,500		SIG	<p>Asst. Supt. Principal Learning Director Vice Principal PLP Project Lead</p>

	coaching services to support teachers on improvement plans. 6. Schedule and conduct on-going formal evaluations for all certificated staff with improvement plans 7. Transfers and reassignments will be made based on the educational needs of the school and the district 8. Conduct end-of-year conferences with all certificated staff as part of check-out	2012 September 2011 – March 2012 Spring 2012 May 2012				
Incentives:						
IRR	Attendance Incentives for Teachers 1. Review and evaluate success of progressive incentives up to \$100 per quarter in instructional materials/supplies offered for each teacher 2. Present incentive plan to Palm Avenue staff 3. Distribute incentives each quarter	July 2011 August 2011 Nov, Jan, Apr, Jun 2011-12	\$10,400		SIG	Superintendent CBO Principal
Ongoing, high-quality, job embedded professional development:						
PD	Learning Director 1. Review and make adjustments to delineated responsibilities of Principal, Learning Director, Vice Principal, and Coach to maximize efficiency, productivity, rigor, and results 2. Goal-setting conference with Learning Director. 3. Feedback on job performance by	June 2010 August 2011 Quarterly	\$106,250		SIG	Superintendent Asst. Supt. Principal

	principal and Assistant Superintendent 4. Formally Evaluate Learning Director	May-June 2012				
PD	Teacher Leadership Follow-Up with PLP, including Cycle of Inquiry, PLCs, Best Practices, Systems Change, Leadership Development 1. Generate contract 2. Schedule 4 TL Professional Development Modules, 1 per quarter 3. Hold 4 TL Professional Development Modules, 1 per quarter 4. Plan activities for 2012-13	July 2011 July 2011 October, January, March, May May 2012	\$60,898		SIG	Asst. Supt. Principal PLP Project Lead Teacher Leaders PLP Project Lead
PD	Team Building for Staff 1. Select provider and generate contract 2. Schedule Team Building Professional Development and follow up for Principal and administrative site team 3. Schedule Team Building Professional Development with staff 4. Conduct team building activities 5. Meet with provider to evaluate level of teamwork and collegiality, and plan follow-up activities for 2012-13 if needed	July 2011 July 2011 August 2011 September 2011 Spring 2012	\$1,500		SIG	Principal Learning Director Vice Principal
PD	Behavior Management 1. Select professional development presenter 2. Generate contract	July 2011 July 2011	\$15,434		SIG	Asst. Supt. Principal Learning

	3. Schedule Behavior Management Professional Development 4. Conduct professional development activities 5. Monitor implementation of strategies 6. Monitor referral and suspension rate monthly 7. Conduct walk through with provider to evaluate level of implementation and plan follow-up activities for 2012-13	July-August 2011 September-October 2011 October –May 2012 August –May 2012 April – May 2012				Director Vice Principal
PD	Explicit Direct Instruction 1. Generate contract with DataWorks 2. Schedule Explicit Direct Instruction Professional Development 3. Conduct professional development activities 4. Monitor implementation of strategies monthly	July 2011 July-August 2011 September-October 2011 October –May 2012	\$30,129		SIG	Asst. Supt. Principal Learning Director
PD	Aha! Process, Inc. – Ruby Payne Professional development in working within a diverse population, such as <u>Raising Achievement With 9 Systemic Processes</u> 1. Generate contract with Aha! Process, Inc 2. Schedule Professional Development 3. Conduct professional development activities 4. Monitor implementation of strategies monthly, during COI data meetings,	August 2011 August - September 2011 February 2012 February – May 2012	\$15,565		SIG	Asst. Supt. Principal Learning Director Vice Principal PLP Project Lead

	and parent conferences 5. Plan follow-up activities for 2012-13	Spring 2012				
PD	California Frameworks for History-Social Studies and Science 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Site-level implementation of frameworks 5. Monitor implementation of strategies monthly and during COI data meeting	July 2011 July 2011 September-October 2011 October –May 2012 October –May 2012	\$7,260		SIG	Asst. Supt. Principal Learning Director Vice Principal PLP Proj. Lead
PD	Bloom's Taxonomy 1. Generate contract with PLP 2. Purchase <u>A Taxonomy for Learning, Teaching, and Assessing</u> and resources 3. Schedule Professional Development 4. Conduct professional development activities and design follow up 5. Site-level implementation 6. Monitor implementation of questioning strategies and assignments monthly and during COI data meeting	July 2011 July 2011 September-October 2011 October –May 2012 October –May 2012	\$4,960		SIG	Asst. Supt. Principal Learning Director Vice Principal PLP Proj. Lead
PD	Wasco Collaborative Cohort 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up	July 2011 July – August 2011 August 2011 – June 2012	\$2,722		SIG	Asst. Supt. Principal Learning Director PLP Proj Lead

PD	ELD/ELA Standards Maps by WestEd - Site-level implementation of ELD/ELA Standards Maps, incorporating ELD standards into planning standards-based lessons to scaffold English learner access to grade level content. <ol style="list-style-type: none"> 1. Site-level implementation of ELD/ELA Standards Maps, incorporating ELD standards into planning 2. Monitor implementation monthly and during COI data meeting 3. Evaluate level of implementation and plan follow-up activities for 2012-13 	August 2011 - January 2012 January 2010 - May 2012 April - May 2012	-0-			Asst. Supt. Principal Learning Director
PD	English Learner Network <ol style="list-style-type: none"> 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Monitor implementation 	July 2011 July 2011 August 2011 – May 2012 August 2011 –May 2012	\$8,178		SIG	Asst. Supt. Principal Learning Director PLP Proj Lead
PD	Provide professional development Instructional Materials-Based Training for McMillan McGraw Hill Treasures Instructional Materials-Training (formerly SB472) <ol style="list-style-type: none"> 1. Select provider for training 2. Generate contract with provider 3. Schedule Professional Development 4. Conduct professional development activities 5. Monitor implementation of strategies 	July 2011 July 2011 July 2011 August – November 2011 Monthly - Spring 2012	\$37,448		SIG	Asst. Supt. Principal Learning Director

PD	Provide professional development Instructional Materials-Based Training for National Geographic-Hampton Brown Inside (formerly SB472) <ol style="list-style-type: none"> 1. Select provider for training 2. Generate contract with provider 3. Schedule Professional Development 4. Conduct professional development activities 5. Monitor implementation of strategies monthly 	<p>July 2011 July 2011 July 2011 August – November 2011 Spring 2012</p>	\$4,944		SIG	Asst. Supt. Principal Learning Director
PD	Provide professional development Instructional Materials-Based Training for mathematic intervention program (formerly SB472) <ol style="list-style-type: none"> 1. Select provider for training 2. Generate contract with provider 3. Schedule Professional Development 4. Conduct professional development activities 5. Monitor implementation of strategies monthly 	<p>January 2012 January – February 2012 January – February 2012 Spring 2012 Spring 2012</p>	\$34,898		SIG	Asst. Supt. Principal Learning Director
PD	Directed Activity-Based Playground Training and Support <ol style="list-style-type: none"> 1. Generate contract with provider (Playworks, if available) 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Site-level implementation of playground activities 5. Order additional equipment as necessary 	<p>July 2011 July 2011 August 2011 August 2011–May 2012 August 2011–May 2012</p>	\$8,835		SIG	Asst. Supt. Principal Learning Director Vice Principal

	6. Monitor implementation monthly 7. Conduct walk through with provider to evaluate level of implementation and plan follow-up activities for 2012-13	August 2011–May 2012 April - May 2012				
PD	Anti-Bullying and Asset Building 1. Contact KCSOS to request information on workshops for 2011-12 2. Schedule attendance at professional development workshop offering for Principal and site team 3. Schedule Anti-Bullying and Asset Building professional development during staff meeting or after school 4. Conduct Anti-Bullying and Asset Building activities 5. Monitor implementation 6. Evaluate through Student Surveys in Grades 4-6 7. Plan follow-up activities for 2012-13	July 2011 August 2011–May 2012 August 2011–May 2012 August 2011–May 2012 August 2011–May 2012 May 2012 May 2012	\$500		SIG	Principal Vice Principal
PD	Technology Training 1. Contact KCSOS to request information on workshops for 2011-12 2. Schedule attendance at professional development workshop offering for site team 3. Schedule Smart Boards and other technology training with staff 4. Conduct professional development activities 5. Monitor implementation	July 2011 August 2011–May 2012 August 2011–May 2012 August 2011–May 2012 August 2011–May 2012	\$500		SIG	Principal Learning Director

PD	Visits to Similar Schools that are High-Performing with Similar School Populations <ol style="list-style-type: none"> 1. Research and select two schools to visit 2. Principal to make arrangements for visitation date, travel arrangements, substitute coverage 3. Visit schools 4. Share out findings and recommendations with staff 	<p>August 2011</p> <p>August 2011</p> <p>August –December 2011 January – May 2012</p>	\$3,524		SIG	Principal Learning Director PLP Project Lead
PD	Book Studies <ol style="list-style-type: none"> 1. Order professional books, <u>Strategic Teaching and Learning</u>, by CDE Press and <u>Dealing with Difficult Parents</u>, by Todd Whitaker, for book studies 2. Schedule book studies for professional development with staff 3. Principal and site administrative team read books 4. Research support materials and plan for book studies with staff 5. Conduct book study and have staff plan how to apply new knowledge 6. Monitor implementation 	<p>August 2011</p> <p>August 2011 – May 2012</p> <p>August – September 2011</p> <p>August – September 2011</p> <p>September 2011 – May 2012</p> <p>September 2011 – May 2012</p>	\$1,305		SIG	Principal Learning Director Vice-Principal
Recruit, place, and retain staff:						
RPR	School site Coaching <ol style="list-style-type: none"> 1. Evaluation of Implementation of SIG Grant Year 1 Activities 2. Quarterly updates to stakeholders, including SSC, ELAC, Booster Club, 	<p>Monthly</p> <p>September, December, March, June 2011-12</p>	\$4,500		SIG	Superintendent Asst. Supt. PLP

	Board of Trustees/community 3. PLP and Assistant Superintendent to monitor the planning, development, implementing of Year 1 SIG Grant 4. PLP and Assistant Superintendent to work with principal in planning Year 2 SIG Grant Activities	Monthly March – June 2012				Project Lead Principal
Measure change in instructional practice:						
PD	Conduct evaluation activities, including walk throughs, with all professional development providers to evaluate level of implementation and plan follow-up activities for 2012-13 <ul style="list-style-type: none"> Pivot Learning Partners Behavior Management Explicit Direct Instruction Directed Activity-Based Playground Training and Support School Innovations and Advocacy Special Education Evaluation	March – May 2012	\$52,500		SIG	Superintendent Asst. Supt. PLP Project Lead
Comprehensive Instructional Reform Strategies						
Implementation of core and intervention programs:						
IP	Academic Coach to provide support to teachers in the implementation of curriculum and best practices to increase student achievement <ol style="list-style-type: none"> Evaluate current coach duties and assignments, make revisions to schedule and duties Weekly planning with coach to evaluate planned activities, determine coaching focus, and 	July – August 2011 Ongoing	-0-		Cat. Funds	Superintendent Asst. Supt. Principal Learning Director

	<p>prioritize coaching to greatest area of need</p> <p>3. Assign coach to provide support to staff on improvement plans due to formal evaluation</p> <p>4. Coach to submit weekly schedule in advance to Learning Director for approval</p> <p>5. Coach to submit weekly summary log of coaching activities conducted to Learning Director</p> <p>6. Formally evaluate coach, including completion of assigned coaching duties, professional development conducted, observable change in implementation of strategies and impact on student achievement</p>	<p>Ongoing</p> <p>Weekly</p> <p>Weekly</p> <p>February – April 2012</p>				
IP	<p>Intervention Teachers, 3 positions, to deliver Hampton-Brown Intensive Intervention Reading program to students who are 2 or more years below grade level in 4th – 6th grades</p> <p>1. Post positions as needed</p> <p>2. Fill positions</p> <p>3. Conduct goal-setting with all intervention teachers</p> <p>4. Conduct initial training on Hampton Brown Inside curriculum with publisher, if needed</p> <p>5. Weekly lesson plans submitted to Learning Director for approval</p> <p>6. Monitoring of implementation of curriculum</p>	<p>July - August 2011</p> <p>July - August 2011</p> <p>August – September 2011</p> <p>August 2011</p> <p>Weekly</p> <p>Monthly</p>	\$140,392		SIG	Asst. Supt. Learning Director

	7. Conduct follow-up professional development with publisher, if needed 8. Feedback on strategies and implementation of program to teachers 9. Formally evaluate Intervention Teachers	January – February 2012 Quarterly February – April 2012				
Promote the continuous use of data:						
SD	Develop and implement a research-based approach to instruction, assessment, and intervention: Implement formative assessment test bank for language arts and math that include pre-formatted common formative assessments aligned to state standards, with rationale for error analysis to target reteaching 1. Generate contract with Intel-Assess for item bank and common formative assessment 2. Arrange for classified staff resources to align in common formatives for essential standards for grades 3-6 as determined by the district pacing guide 3. Evaluate “Walk to Learn” intervention and discuss areas for refinement of practice 4. Learning Director to meet with grade levels to plan initial instruction, error-analysis of CFA, and reteaching/enrichment	July 2011 July – September 2011 July – August 2011 July – August 2011	\$9,022		SIG	Asst. Supt. Principal Learning Director

	<ul style="list-style-type: none"> 5. Evaluate implementation and conduct additional professional development 6. Evaluate benchmark data 7. Academic Summits for district-level discussion of data and feedback 8. Superintendent to meet with principal quarterly to discuss implementation of professional development, CFA implementation, intervention, and benchmark results 9. Assistant Superintendent to meet with Learning Director quarterly to discuss implementation of professional development, CFA implementation, intervention, and benchmark results 	<p>August – October 2011</p> <p>Quarterly 3 times per year</p> <p>August, November, February, June</p> <p>At end of each academic quarter</p>				
SD	<p>Pivot Learning Partners to support continuous use of data through the Cycle of Inquiry.</p> <ul style="list-style-type: none"> 1. District administrative team to refine “non-negotiables” for frequency of assessment, types of assessments, error analysis of results, and use of data to drive instructional decisions. 2. Develop a district-wide teacher handbook for curriculum, instruction, assessment, and professional responsibilities 3. Develop calendar of COI meetings throughout the year based on the district assessment calendar. 4. PLP to support principal in 	<p>July 2011</p> <p>June – August 2011</p> <p>July 2011 – May 2012</p> <p>July 2011 – May 2012</p>	\$6,000		SIG	PLP Project Lead Asst. Supt. Principal

	developing agendas and templates to be used for data analysis and action plans based on student achievement needs.					
Conduct periodic review of curriculum implementation						
IP	Pivot Learning Partners and Assistant Superintendent to conduct periodic reviews of curriculum <ol style="list-style-type: none"> 1. PLP and Assistant Superintendent to schedule quarterly walk throughs to check for evidence of fidelity of curriculum implementation, pacing, and collaboration 2. LP and Assistant Superintendent will check for evidence of weekly lesson plan checks by site administration 	<p>October, December, March, May 2011-12</p> <p>October, December, March, May 2011-12</p>	\$7,500		SIG	Asst. Supt. PLP Project Lead
PD	UCLA Teacher –Led Walk Throughs <ol style="list-style-type: none"> 1. Principal to schedule walk throughs and arrange for substitute coverage. 2. Walk through teacher leaders report out findings to staff 	<p>July – August 2011</p> <p>Monthly</p>	\$4,573		SIG	Principal Learning Director
IP	Collect implementation data using C3 tool and give feedback to staff. <ol style="list-style-type: none"> 1. Set implementation goals for instruction 2. Collect implementation data, and give feedback to staff 3. Monitor implementation and report to Assistant Superintendent 	<p>Monthly</p> <p>August – May 2012</p> <p>Monthly</p>	\$500			Director of Tech Principal Vice Principal Learning Director

Implement a school-wide RTI² model						
IP	RTI² meetings at site to discuss assessments, effectiveness of instruction, and interventions for students <ol style="list-style-type: none"> 1. Schedule monthly meetings 2. Evaluate CST results and generate list of at-risk students for ELA and Math 3. Schedule roving substitute coverage with district office for classroom teacher release 4. Principal to set up school procedures for prioritizing students for meetings, notifications, agendas, and process to be followed 5. Assistant Superintendent to meet monthly with RtI2 Intervention Teacher (district-funded position) to follow up with site process, provide feedback, troubleshoot, and refine practices 	<p>July – August 2011</p> <p>July – August 2011</p> <p>August – September 2011</p> <p>July – August 2011</p> <p>Monthly</p>	\$1,589		SIG	Principal Learning Director
Professional development to support students with disabilities and English learners						
PD	School Innovations and Advocacy Special Education Evaluation to evaluate services to students with disabilities and make recommendations as to revisions/refinement of current practices and services. <ol style="list-style-type: none"> 1. Generate contract with provider, if needed 2. Schedule Professional Development 3. Conduct professional development 	<p>July 2011</p> <p>July – August 2011</p> <p>September – October 2011</p>	\$4,518		SIG	Asst. Supt. Director of Spec Ed Principal Learning Director

	<p>activities and design necessary follow up</p> <p>4. Site-level implementation of recommendations</p> <p>5. Monitor implementation monthly</p> <p>6. Conduct follow-up evaluation with provider to determine level of implementation and plan follow-up activities for 2012-13 as needed</p>	<p>Ongoing</p> <p>Monthly</p> <p>April – May 2012</p>				
PD	<p>EL Elementary Network collaborative to build capacity among teacher leaders, understand EL student academic challenges, determine support necessary, and implement best practices for instruction.</p> <p>1. Calendar EL Elementary Network dates for meetings</p> <p>2. Arrange for substitute release for participating teachers</p> <p>3. Principal to arrange for collaboration time for all staff.</p> <p>4. Principal and Learning Director set implementation targets for instructional strategies and collect implementation data to give feedback to staff.</p> <p>5. Principal and Learning Director to report out status of implementation to Assistant Superintendent and PLP Project Lead</p>	<p>July 2011</p> <p>August 2011</p> <p>August 2011</p> <p>Monthly</p> <p>Monthly</p>	\$8,972		SIG	Principal Learning Director
IP	<p>EL Support for Core Instruction</p> <p>Site-level implementation of ELD/ELA Standards Maps, incorporating academic</p>		-0-			Principal Learning Director

	<p>vocabulary and sentence frames into planning of standards-based lessons to scaffold English learner access to grade level content.</p> <ol style="list-style-type: none"> 1. Principal to establish expectations for lesson planning and use of academic vocabulary and sentence frames for core instruction 2. Schedule time for grade levels to work on curriculum support during weekly planning 3. Learning Director to work with grade level leadership to determine appropriate academic vocabulary and sentence frames in lesson planning 4. Academic Coach to provide modeling and planning support as directed by the Learning Director 	<p>July 2011</p> <p>July – August 2011</p> <p>Monthly</p> <p>Weekly</p>				
PD	<p>KCSOS Professional Development for EL</p> <ol style="list-style-type: none"> 1. Generate contract with KCSOS 2. Calendar dates for Professional Development 3. Arrange for substitute release for participating teachers 4. Principal to arrange for collaboration time for all staff to share out best practices. 5. Principal and Learning Director set implementation targets for instructional strategies and collect implementation data to give 	<p>July 2011</p> <p>July – August 2011</p> <p>August 2011</p> <p>August 2011</p> <p>Monthly</p>	\$13,658		SIG	Asst. Supt. Principal Learning Director

	feedback to staff. 6. Principal and Learning Director to report out status of implementation to Superintendent, Assistant Superintendent, and PLP Project Lead	Monthly				
Technology-based supports and interventions:						
IP ILT	Learning Software: Software to target gaps in student learning for intervention 1. Generate contract for license fee with preferred vendor 2. Develop schedules for access for students and staffing schedules, to include before and after school, during school, and during recesses and lunch 3. Learning Director to review reports of student progress weekly 4. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal	July 2011 August 2011 Weekly Monthly	\$23,200		SIG	Asst. Supt. Director of Tech Principal Learning Director
IP	Purchase additional classroom technology to enhance instruction 1. Purchase additional classroom technology, such as document cameras 2. Monitor implementation of instructional technology and give feedback on effectiveness to teachers	July - August 2011 August 2011 – May 2012	\$21,600		SIG	Principal Director of Tech.

Increasing Learning Time and Creating Community-Oriented Schools						
Establish schedules and strategies that provide increased learning time:						
ILT	Computer lab to be accessible to students before school for computer-based learning software to target gaps in student learning for intervention <ol style="list-style-type: none"> 1. Hire 6 Technology Intervention Specialists (classified) 2. Develop schedules for access for students and staffing schedules for computer labs 3. Learning Director to review attendance, time on task, and reports of student progress weekly 4. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal 	<p>July – August 2011</p> <p>August 2011</p> <p>Weekly</p> <p>Monthly</p>	\$196,404		SIG	Principal Learning Director
ILT	Extended learning opportunities after school three times per week in 6-week sessions. <ol style="list-style-type: none"> 1. Develop schedules for staffing schedules and access to computer-based learning for students 2. Post positions and hire staff from throughout the district 3. Determine pre- and post-assessments to be used for academic intervention sessions 4. Recruit students for participation in after-school sessions 5. Learning Director to review attendance, time on task, and 	<p>July – August 2011</p> <p>July – August 2011</p> <p>Each benchmark period</p> <p>August, October, January</p> <p>Weekly</p>	\$67,102		SIG	Asst. Supt. Principal Learning Director

	reports of student progress weekly 6. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal	Monthly				
ILT IP	Summer Acceleration Academy Grades 1st – 6th grade – June 2012 <ol style="list-style-type: none"> Schedule dates, number days, and hours of operation for Summer Acceleration Academy Generate contract with DataWorks for Step Up Academy during Summer 2011 Teacher leadership to determine standards for preteaching during summer academy for lesson development by DataWorks Recruit students – open enrollment to all students in the school Hire staff for summer academy, including teachers and classified staff, such as clerical support, activity directors, technology intervention specialists Schedule training for staff, including modeling of instruction Arrange for all summer academy supports, including pre- and post-assessments, surveys, student handbooks, teacher power points Make arrangements for food services (part of summer feeding program, free to all students) 	December 2011 December 2011 February 2012 February – March 2012 February – March 2012 April – May 2012 January 2012 March – April 2012	\$114,805		SIG	Asst. Supt. Principal Learning Director

	9. Include information about summer academy at SSC, ELAC, and Booster Club meetings 10. Schedule and hold parent workshop to inform parents of focus of summer academy to enhance the academy experience	Spring 2012 May 2012				
Provide ongoing mechanisms for family and community engagement:						
FCE	Student Planners <ol style="list-style-type: none"> 1. Customized School planners for Palm Avenue 2. Select vendor for planners, recommend Character Counts! 3. Generate Purchase Order for planners 4. Determine cover design, school-specific pages, and other customized features 5. Include information on planners to parents at Back-to-School night 6. Discuss with parents ways planners could be used more effectively during regularly scheduled SSC, ELAC, and Booster Club meetings. 7. Give feedback on effectiveness to teachers and monitor implementation of practice 	 July 2011 July 2011 July 2011 August – September 2011 Ongoing Quarterly	\$3,375		SIG	Principal
FCE	Parent Resource Center will be open and staffed two evenings per week from 4:00 – 7:00 p.m. <ol style="list-style-type: none"> 1. Determine classified staff coverage from pool of Technology Intervention Specialists 	 August 2011	\$13,238		SIG	Principal Learning Director Director of Tech

	<ul style="list-style-type: none"> 2. Order primary language books and other instructional resources for parent check-out. 3. Contact KCSOS for opportunities for training and resources for parent involvement make-it, take it activities, fluency folders, and games 4. Contact the high school district for possible student volunteers to provide homework help 5. Recruit and train volunteers to read to students. 	<p>July – September 2011</p> <p>July – September 2011</p> <p>July – August 2011</p> <p>August - Ongoing</p>				
FCE	<p>The Palm Avenue library will open one morning per week to support a summer reading program.</p> <ul style="list-style-type: none"> 1. Principal to arrange for library access and staffing 2. Principal and library clerk will develop a summer reading incentive program 3. The school's automated calling system will notify families of library availability, hours of operation, and summer reading incentives 4. Recruit and train volunteers to read with students. 5. Principal and library clerk will reward students who read over the summer 	<p>July 2011</p> <p>July 2011</p> <p>Weekly</p> <p>Move to 2011</p> <p>August 2011</p>	\$1,828		SIG	Principal
FCE	<p>The Palm Avenue library will open two evenings per week to support family involvement with reading.</p> <ul style="list-style-type: none"> 1. Principal to arrange for library 	<p>August 2011</p>	\$3,238		SIG	Principal Learning Director

	<p>access and staffing</p> <p>2. Principal and library clerk will develop a parent involvement reading incentive</p> <p>3. The school's automated calling system and marquee will notify families of library availability and hours of operation</p> <p>4. Principal and library clerk will work with Booster Club to develop rewards for families who take advantage of the extended library hours.</p> <p>5. Principal will work with teacher leaders to purchase more library books for classroom libraries to increase availability of books to students whose parents cannot take advantage of extended library hours.</p>	<p>August 2011</p> <p>August 2011</p> <p>Ongoing</p> <p>Ongoing</p>				
FCE	<p>Parent Education and Empowerment classes will be offered during the 2011-12 school year.</p> <p>1. Select provider, such as PIQE</p> <p>2. Generate contract with provider</p> <p>3. Schedule parent education classes and recruit parents</p> <p>4. Conduct parent education activities</p> <p>5. Get feedback from parent leader groups at SSC, ELAC, and Booster Club</p> <p>6. Monitor implementation and design activities for 2011-2012</p>	<p>July – August 2011</p> <p>August – September 2011</p> <p>August – September 2011</p> <p>2011-2012</p> <p>Ongoing</p> <p>Spring 2012</p>	\$15,000		SIG	Principal Vice-Principal

FCE	<p>Palm Avenue will hold Parent Conferences with first, second, and third quarter report card periods.</p> <ol style="list-style-type: none"> 1. Principal to work with teacher leadership to schedule parent conference windows. 2. Principal to meet with teacher leadership , parent groups, and student council to review 2010-11 attendance and get input for incentives to get 100% of parents at parent conferences 3. Principal to make arrangements for incentives. 4. Principal to arrange for adequate translators during conference windows 5. Principal to develop agenda for topics to be covered at each conference 6. Office staff generate sign-in sheets for all teachers with pre-printed lists of student and parent names 7. Teachers conduct conferences and turn in agendas and sign-in sheets to principal 8. Principal to send letters home to parents who did and did not attend conferences as a follow up 9. Principal to report out parent conference attendance to SSC, ELAC, Booster Club, and to superintendent 	<p>July – August 2011</p> <p>August –September 2011</p> <p>September – October 2011</p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>At end of conference week</p> <p>Quarterly</p> <p>Quarterly</p>	\$6,200		SIG	Principal Learning Director
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FCE	Parenting Support Group <ol style="list-style-type: none"> 1. Contact KCSOS, local community groups, and district resources to find training for site staff, if needed 2. Principal and Vice Principal to identify parents for inclusion in the Parenting Support Group 3. Schedule and hold parent support groups 4. Monitor students for impact on behavior and engagement in school 	September 2011 Ongoing Weekly Ongoing	\$1,997		SIG	Principal Vice Principal
Creating a safe school environment:						
ILT FCE	Principal and Vice-Principal will establish a safe school environment. <ol style="list-style-type: none"> 1. Activity directors will be hired for before school, recess, and lunch to implement play-based recess program 2. Vice Principal will meet monthly with all campus supervisors to review playground safety and referral rates, and to conduct professional development 3. Principal, Vice Principal, and Learning Director to be visible on campus and in front of school before school and at dismissal. 4. Principal and Vice Principal will monitor effectiveness of Conflict Mediation 5. Principal to report results to Superintendent at quarterly goal-monitoring meeting 	July – August 2011 Monthly Daily Monthly Quarterly	\$66,792		SIG	Principal Vice Principal Director of Tech

	6. Survey all students in grades 4-6 as to school connectedness, safety, and assets to plan activities for 2012-13	Spring 2012				
ILT FCE	Palm Avenue will implement a student Conflict Mediation program. <ol style="list-style-type: none"> 1. Contact KCSOS to inquire about conflict mediation training, if needed 3. Order Conflict Mediator t-shirts, sweatshirts, and baseball caps in a bright color (like yellow) so they will be easily identifiable on the playground 4. Order necessary supplies 5. Select and train 5th – 6th grade students to be Conflict Mediators on the playground before school, recess, and during lunch. 6. Introduce Conflict Mediators to student body at an assembly or other venue to raise student awareness of the option for problem-solving support on campus 7. Meet bi-weekly with Conflict Mediators to continue training and build mediation skills 8. Monitor effectiveness of mediation, referrals, and suspensions 	<p>July – August 2011</p> <p>August 2011</p> <p>August 2011 August – September 2011</p> <p>September – October 2011</p> <p>Bi-weekly</p> <p>Monthly</p>	\$1,200		SIG	Principal Vice Principal
Improve school climate and discipline:						
ILT FCE	Training for office staff in customer service and communication <ol style="list-style-type: none"> 1. Principal to schedule monthly meetings with all clerical staff at site 	July – August 2011	-0-			Principal

	<ol style="list-style-type: none"> Principal holds monthly meetings with all clerical staff to provide training and feedback on customer service and communication skills Include customer service, phone etiquette, and communication skills as part of evaluation of staff. Discuss topic with parent leaders at SSC, ELAC, and Booster Club to get input on improvement of service and suggestions for areas of growth 	<p>Monthly</p> <p>February – May 2012</p> <p>Ongoing</p>				
ILT FCE	Student Council Training <ol style="list-style-type: none"> Contact KCSOS for information on Student Council leadership training held annually at Bakersfield College Enroll Palm Avenue in Leadership training and determine staff chaperone to accompany Student Council Conduct Student Council elections and meet with council monthly at minimum Debrief with Student Council after training and discuss ways to incorporate what they learned at monthly meetings 	<p>August 2011</p> <p>When available</p> <p>Monthly</p> <p>Monthly</p>	\$530		SIG	Principal Vice Principal
ILT FCE	Kinder Camp – 75 students for 3.5 hours instruction time <ol style="list-style-type: none"> Schedule dates, number of days, and hours of operation for Summer Kinder Camp Teachers leadership to determine standards for preteaching during 	<p>July 2011</p> <p>July 2011</p>	\$13,071		SIG	Principal Kinder Staff

	summer Kinder Camp 3. Recruit students – open enrollment to all incoming kindergarteners 4. Hire classified staff for Kinder Camp, including, such as clerical support and yard supervisors 5. Arrange for all supports, including curriculum and supplies 6. Purchase Kinder Camp t-shirts 7. Make arrangements for food services (part of summer feeding program, free to all students) 8. Include reports about Kinder Camp at SSC, ELAC, and Booster Club meetings	July 2011 July 2011 July 2011 July 2011 July 2011 August – October 2011				
FCE	Kindergarten Orientation 1. Schedule date and time for Kinder Orientation 2. Teachers to determine information to be covered during Kinder Orientation 3. Notify parents 4. Hire classified staff for Kinder Orientation, including translators 5. Arrange for books and supplies 6. Include reports about Kinder Orientation at SSC, ELAC, and Booster Club meetings	July 2011 July 2011 July 2011 July 2011 July – August 2011 August - October 2011	\$699		SIG	Principal Kinder Staff
Providing Operational Flexibility and Sustained Support						
Operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes:						
OF	Support with development of Single Plan for Student Achievement to design goals		\$3,000		SIG	Superintendent

	<p>that will incorporate activities with SIG and DAIT as needed</p> <ol style="list-style-type: none"> 1. Utilize workshops and support offered through KCSOS for advisement with SPSA plan development 2. Schedule quarterly meetings with KCSOS staff, Pivot Learning Partners, district office staff, and site leadership 3. KCSOS to prepare formal implementation report of findings 	<p>August – October 2011</p> <p>July – August 2011</p> <p>Quarterly</p>				Asst. Supt.
Ongoing intensive technical assistance:						
TA	<p>Pivot Learning Partners English Learner support – 4 days @ \$1500 = \$6000 Embedded Support for EL Program – 10 days @ \$1250 = \$12,500 District Coaching – 30 days @ \$1500 = \$45,000 Site Coaching – 16 days @ \$1250 = \$20,000 Pivot Learning Partners will provide coaching support at the site and district level. Included will be building site and district capacity for sustaining the work at the conclusion of the grant period, including expanding a community-wide collaborative of faith-based, business, service organizations, professional organizations, child services departments, Paramount Farms, and so forth, to provide support in achieving academic excellence.</p>	<p>Delineated and detailed under each activity throughout the implementation chart and budget narrative</p>			SIG	Superintendent Asst. Supt. PLP Project Lead

TA	District Support Staff providing on-going support to all SIG efforts at Palm Avenue – Indirect costs	June 2010 – June 2011		\$31,582	SIG	CBO
TA	KCSOS monitoring of SIG Grant implementation <ol style="list-style-type: none"> 1. Generate contract with KCSOS 2. Schedule three meetings with KCSOS staff, Pivot Learning Partners, district office staff, and site leadership 3. KCSOS to prepare formal implementation report of findings Superintendent to include SIG progress quarterly during Superintendent's Report agenda item to Board of Trustees	July 2011 July – August 2011 Three times per year Three times per year		\$4,500	SIG	Superintendent Asst. Supt. PLP Project Lead

SIG Form 10–Implementation Chart for a Tier I or Tier II School

2012-13 Year 3 Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of

implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Palm Avenue Tier: <u>I</u>						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>0</u> LEA <u>6</u> School _____ Other _____						
Services & Activities		Timeline	Projected Costs School LEA		Resource	Oversight
Developing and Increasing Teacher and School Leader (and other staff) Effectiveness						
Principal Replacement:						
RP	Principal Replaced 1. Superintendent to hold goal setting for 2013-13 with principal 2. Superintendent to hold quarterly meetings with principal to evaluate progress toward goals and provide feedback 3. Formally evaluate principal, including student achievement data	July 2009 August 2012 October, January, March, June May - June 2013			Gen Fund	Superintendent
RP	Principal Coaching 1. Generate Pivot Learning Partners contract for SIG Grant Year 1 Activities, including Professional Development, Coaching, Site-Level Progress Monitoring, Classroom Observations, Teacher Leadership Series Implementation, Wasco Collaborative Cohort, Site Level Administrative Meetings, Site Level Teacher Leadership Meetings, Full Staff Meetings, and Collaboration	July 2012	\$12,500		SIG	Asst. Supt. PLP Project Lead

	<p>with Parent Groups</p> <p>2. PLP to assist Assistant Superintendent with planning, developing, implementing, and monitoring Year 1 SIG Grant</p> <p>Note: The Pivot Learning Partners (PLP) contract will be inclusive for all SIG Year 2 activities noted throughout this Implementation Chart. The specific activities/budgeted allocations are aligned in "Services & Activities" Year 3 budget.</p>	August 2012 – June 2013				
Use rigorous, transparent evaluation systems:						
ES	<p>Professional Development on CSTP Standards</p> <ol style="list-style-type: none"> 1. Conduct follow up professional development with PLP 2. Implement during goal-setting conferences with all certificated staff 3. Schedule formal evaluations for certificated staff 4. Use CSTP standards as basis for formal evaluation and action plans for teachers in need of improvement. Include coaching support as part of improvement plans. 5. Allocate learning director time and coaching services to support teachers on improvement plans. 6. Schedule and conduct on-going formal evaluations for all certificated 	<p>August - September 2012</p> <p>September 2012</p> <p>September 2012 – March 2013</p> <p>September 2012 – March 2013</p> <p>September 2012 – March 2013</p> <p>September 2012 – March 2013</p> <p>Spring 2013</p>	\$1,500		SIG	<p>Asst. Supt.</p> <p>Principal Learning Director</p> <p>PLP Project Lead</p>

	staff with improvement plans 7. Transfers and reassignments will be made based on the educational needs of the school and the district 8. Conduct end-of-year conferences with all certificated staff as part of check-out	May 2013				
Incentives:						
IRR	Attendance Incentives for Teachers 1. Review and evaluate success of progressive incentives up to \$100 per quarter in instructional materials/supplies offered for each teacher 2. Present incentive plan to Palm Avenue staff 3. Distribute incentives each quarter	July 2012 August 2012 November, January, April, June 2013-13	\$10,400		SIG	Superintendent CBO Principal
Ongoing, high-quality, job embedded professional development:						
PD	Learning Director 1. Review and make adjustments to delineated responsibilities of Principal, Learning Director, Vice Principal, and Coach to maximize efficiency, productivity, rigor, and results 2. Goal-setting conference with Learning Director. 3. Feedback on job performance by principal and Assistant Superintendent 4. Formally Evaluate Learning Director	June 2010 August 2012 Quarterly May-June 2013	\$110,737		SIG	Superintendent Asst. Supt. Principal PLP Project Lead

PD	Teacher Leadership Follow-Up with PLP, including Cycle of Inquiry, PLCs, Best Practices, Systems Change, Leadership Development <ol style="list-style-type: none"> 1. Generate contract 2. Schedule 4 TL Professional Development Modules, 1 per quarter 3. Hold 4 TL Professional Development Modules 4. Plan activities for 2013-14 	<p>July 2012 July 2012</p> <p>October, January, March, May May 2013</p>	\$47,898		SIG	Asst. Supt. Principal PLP Project Lead
PD	Team Building for Staff <ol style="list-style-type: none"> 1. Principal schedules Team Building Professional Development with staff 2. Conduct team building activities 3. Meet with provider to evaluate level of teamwork and collegiality, and plan follow-up activities 	<p>July 2012</p> <p>Aug - Sept 2012 Spring 2013</p>	-0-			Principal Learning Director Vice Principal
PD	Behavior Management <ol style="list-style-type: none"> 1. Select professional development presenter 2. Generate contract 3. Schedule Behavior Management Professional Development 4. Conduct professional development activities 5. Monitor implementation of strategies 6. Monitor referral and suspension rate monthly 7. Conduct walk through with provider to evaluate level of implementation and plan follow-up activities 	<p>July 2012</p> <p>July 2012 July-August 2012</p> <p>September-October 2012</p> <p>October –May 2013</p> <p>August –May 2013</p> <p>April – May 2013</p>	\$15,434		SIG	Asst. Supt. Principal Learning Director Vice Principal

PD	Explicit Direct Instruction <ol style="list-style-type: none"> 1. Generate contract with DataWorks 2. Schedule Explicit Direct Instruction Professional Development 3. Conduct professional development activities 4. Monitor implementation of strategies 	<p>July 2012 July-August 2012</p> <p>September-October 2012</p> <p>October –May 2013</p>	\$30,129		SIG	Asst. Supt. Principal Learning Director
PD	Aha! Process, Inc. – Ruby Payne Professional development in working within a diverse population, such as <u>Identifying Gifted Students from Poverty</u> <ol style="list-style-type: none"> 1. Generate contract with Aha! Process, Inc 2. Schedule Professional Development 3. Conduct professional development activities 4. Monitor implementation of strategies monthly, during COI data meetings, and parent conferences 5. Plan follow-up activities 	<p>August 2012</p> <p>August - September 2012 February 2013</p> <p>February – May 2013</p> <p>Spring 2013</p>	\$31,130		SIG	Asst. Supt. Principal Learning Director Vice Principal PLP Project Lead
PD	California Frameworks for Visual & Performing Arts and Physical Education <ol style="list-style-type: none"> 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Site-level implementation of frameworks 5. Monitor implementation of strategies monthly and during COI data meeting 	<p>July 2012 July 2012 September-October 2012</p> <p>October –May 2013</p> <p>October –May 2013</p>	\$4,155		SIG	Asst. Supt. Principal Learning Director PLP Proj. Lead

PD	Bloom's Taxonomy <ol style="list-style-type: none"> 1. Schedule Professional Development with Teacher Leaders 2. Conduct professional development activities and design follow up 3. Site-level implementation 4. Monitor implementation of questioning strategies and assignments monthly and during COI data meeting 	<p>July 2012 July 2012 September-October 2012</p> <p>October –May 2013 October –May 2013</p>	\$8,825		SIG	Asst. Supt. Principal Learning Director PLP Proj. Lead
PD	Wasco Collaborative Cohort <ol style="list-style-type: none"> 1. Generate contract with PLP 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 	<p>July 2012 July – August 2012 August 2012 – June 2013</p>	\$4,222		SIG	Asst. Supt. Principal Learning Director PLP Proj Lead
PD	ELD/ELA Standards Maps by WestEd - Site-level implementation of ELD/ELA Standards Maps, incorporating ELD standards into planning standards-based lessons to scaffold English learner access to grade level content. <ol style="list-style-type: none"> 1. Site-level implementation of ELD/ELA Standards Maps, incorporating ELD standards into planning 2. Monitor implementation monthly and during COI data meeting 3. Evaluate level of implementation and plan follow-up activities 	<p>August 2012 - January 2013</p> <p>January 2010 - May 2013</p> <p>April - May 2013</p>	-0-			Asst. Supt. Principal Learning Director
PD	English Learner Network <ol style="list-style-type: none"> 1. Generate contract with PLP 2. Schedule Professional Development 	<p>July 2012 July 2012</p>	\$8,178		SIG	Asst. Supt. Principal Learning

	3. Conduct professional development activities and design follow up 4. Monitor implementation	August 2012 – May 2013 August 2012 – May 2013				Director PLP Proj Lead
PD	Directed Activity-Based Playground Training and Support 1. Generate contract with provider (Playworks, if available) 2. Schedule Professional Development 3. Conduct professional development activities and design follow up 4. Site-level implementation of playground activities 5. Order additional equipment as necessary 6. Monitor implementation monthly 7. Conduct walk through with provider to evaluate implementation and plan maintenance	July 2012 July 2012 August 2012 August 2012–May 2013 August 2012–May 2013 August 2012–May 2013 April - May 2013	\$8,835		SIG	Asst. Supt. Principal Vice Principal
PD	Anti-Bullying and Asset Building 1. Contact KCSOS to request information on workshops 2. Schedule attendance at professional development workshop offering for Principal and site team 3. Schedule Anti-Bullying and Asset Building professional development during staff meeting or after school 4. Conduct Anti-Bullying and Asset Building activities 5. Monitor implementation 6. Evaluate through Student Surveys in Grades 4-6 7. Plan follow-up activities	July 2012 August 2012–May 2013 August 2012–May 2013 August 2012–May 2013 August 2012–May 2013 May 2013 May 2013	\$500		SIG	Principal Vice Principal

PD	Technology Training <ol style="list-style-type: none"> 1. Contact KCSOS to request information on workshops for 2012-13 2. Schedule attendance at professional development workshop offering for site team 3. Schedule Smart Boards and other technology training with staff 4. Conduct professional development activities 5. Monitor implementation 	<p>July 2012</p> <p>August 2012–May 2013</p> <p>August 2012–May 2013</p> <p>August 2012–May 2013</p> <p>August 2012–May 2013</p>	\$500		SIG	Principal Learning Director
PD	Visit to Similar Schools that is High-Performing with Similar School Populations <ol style="list-style-type: none"> 1. Research and select two schools to visit 2. Principal to make arrangements for visitation date, travel arrangements, substitute coverage 3. Visit schools 4. Share out findings and recommendations with staff 	<p>August 2012</p> <p>August 2012</p> <p>August –December 2012 January – May 2013</p>	\$3,524		SIG	Principal Learning Director PLP Project Lead
PD	Book Studies <ol style="list-style-type: none"> 1. Order professional books, <u>Instructional Rounds in Education</u>, by City, Elmore, et al., <u>The Art and Science of Teaching</u> by Marzano, <u>Results</u> or <u>Results Now</u> by Schmoker \$21 x 29 for book studies 2. Schedule book studies for professional development with staff 	<p>August 2012</p> <p>August 2012 – May 2013</p>	\$2,117		SIG	Principal Learning Director Vice-Principal

	3. Principal and site administrative team read books	August – September 2012				
	4. Research support materials and plan for book studies with staff	August – September 2012				
	5. Conduct book study and have staff plan how to apply new knowledge	September 2012 – May 2013				
	6. Monitor implementation	Sept 2012 – May 2013				
Recruit, place, and retain staff:						
RPR	School site Coaching		\$3,000		SIG	Superintendent
	1. Evaluation of Implementation of SIG Grant Year 3 Activities	Monthly				Asst. Supt.
	2. Quarterly updates to stakeholders, including SSC, ELAC, Booster Club, Board of Trustees/community	September, December, March, June 2013-13				PLP
	3. PLP and Assistant Superintendent to monitor the planning, development, implementing of Year 3 SIG Grant	Monthly				Project Lead
	4. PLP and Assistant Superintendent to work with principal in developing sustainability plan following SIG	March – June 2013				
Measure change in instructional practice:						
IP PD SD	Conduct evaluation activities, including walk throughs, with all professional development providers to evaluate level of implementation and plan for sustainability of SIG	March – May 2013	\$30,500		SIG	Superintendent
	<ul style="list-style-type: none"> Pivot Learning Partners Behavior Management Explicit Direct Instruction Directed Activity-Based Playground Training and Support School Innovations and Advocacy 					Asst. Supt.
						PLP
						Project Lead

	Special Education Evaluation					
	<ul style="list-style-type: none"> Pivot Learning Partners – DAS, APS, ISS Surveys 					
Comprehensive Instructional Reform Strategies						
Implementation of core and intervention programs:						
IP	Academic Coach to provide support to teachers in the implementation of curriculum and best practices to increase student achievement <ol style="list-style-type: none"> Evaluate current coach duties and assignments, make revisions to schedule and duties Weekly planning with coach to evaluate planned activities, determine coaching focus, and prioritize coaching to greatest area of need Assign coach to provide support to staff on improvement plans due to formal evaluation Coach to submit weekly schedule in advance to Learning Director for approval Coach to submit weekly summary log of coaching activities conducted to Learning Director Formally evaluate coach, including completion of assigned coaching duties, professional development conducted, observable change in implementation of strategies and impact on student achievement 	<p>July – August 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p> <p>Weekly</p> <p>February – April 2013</p>	-0-		Cat. Fund	Superintendent Asst. Supt. Principal Learning Director

IP	Intervention Teachers, 2 positions, to deliver Hampton-Brown Intensive Intervention Reading program to students who are 2 or more years below grade level in 4th – 6th grades <ol style="list-style-type: none"> 1. Post positions as needed 2. Fill positions 3. Conduct goal-setting with all intervention teachers 4. Conduct initial training on Hampton Brown Inside curriculum with publisher, if needed 5. Weekly lesson plans submitted to Learning Director for approval 6. Monitoring of implementation of curriculum 7. Conduct follow-up professional development with publisher, if needed 8. Feedback on strategies and implementation of program to teachers 9. Formally evaluate Intervention Teachers 	<p>July - August 2012 July - August 2012 August – September 2012</p> <p>August 2012</p> <p>Weekly</p> <p>Monthly</p> <p>January – February 2013</p> <p>Ongoing</p> <p>February – April 2013</p>	\$95,225		SIG	Asst. Supt. Learning Director
Promote the continuous use of data:						
SD	Develop and implement a research-based approach to instruction, assessment, and intervention: Implement formative assessment test bank for language arts and math that include pre-formatted common formative assessments aligned to state standards, with rationale for error analysis to target		\$9,022		SIG	Asst. Supt. Principal Learning Director

	reteaching					
	1. Generate contract with Intel-Assess for item bank and common formative assessment	July 2012				
	2. Arrange for classified staff resources to align in common formatives for essential standards for grades 3-6 as determined by the district pacing guide	July – September 2012				
	3. Evaluate “Walk to Learn” intervention and discuss areas for refinement of practice	July – August 2012				
	4. Learning Director to meet with grade levels to plan initial instruction, error-analysis of CFA, and reteaching/enrichment	July – August 2012				
	5. Evaluate implementation and conduct additional professional development	August – October 2012				
	6. Evaluate benchmark data	Quarterly				
	7. Academic Summits for district-level discussion of data and feedback	3 times per year				
	8. Superintendent to meet with principal quarterly to discuss implementation of professional development, CFA implementation, intervention, and benchmark results	August, November, February, June				
	9. Assistant Superintendent to meet with Learning Director quarterly to discuss implementation of professional development, CFA implementation, intervention, and benchmark results	At end of each academic quarter				

Conduct periodic review of curriculum implementation						
IP SD PD	Pivot Learning Partners and Assistant Superintendent to conduct periodic reviews of curriculum <ol style="list-style-type: none"> 1. PLP and Assistant Superintendent to schedule quarterly walk throughs to check for evidence of fidelity of curriculum implementation, pacing, and collaboration 2. PLP and Assistant Superintendent will check for evidence of weekly lesson plan checks by site administration 	<p>October, December, March, May 2012-13</p> <p>October, December, March, May 2012-13</p>	\$6,000		SIG	Asst. Supt. PLP Project Lead
IP SD PD	UCLA Teacher –Led Walk Throughs <ol style="list-style-type: none"> 1. Principal to schedule walk throughs and arrange for substitute coverage. 2. Walk through teacher leaders report out findings to staff 	<p>July – August 2012</p> <p>Monthly</p>	\$4,573		SIG	Principal Learning Director
SD IP PD	Collect implementation data using C3 tool and give feedback to staff. <ol style="list-style-type: none"> 1. Set implementation goals for instruction 2. Collect implementation data, and give feedback to staff 3. Monitor implementation and report to Assistant Superintendent 	<p>Monthly</p> <p>August – May 2013</p> <p>Monthly</p>	\$500			Director of Tech. Principal Vice Principal Learning Director
Implement a school-wide RTI2 model						
IP SD	RTI meetings at site to discuss assessments, effectiveness of instruction, and interventions for students <ol style="list-style-type: none"> 1. Schedule monthly meetings 2. Evaluate CST results and generate 	<p>July – August 2012</p> <p>July – August 2012</p>	\$1589		SIG	Principal Learning Director RtI2 Teacher

	<p>list of at-risk students for ELA and Math</p> <p>3. Schedule roving substitute coverage with district office for classroom teacher release</p> <p>4. Principal to set up school procedures for prioritizing students for meetings, notifications, agendas, and process to be followed</p> <p>5. Assistant Superintendent to meet monthly with RtI2 Intervention Teacher (district-funded position) to follow up with site process, provide feedback, troubleshoot, and refine practices</p>	<p>August – September 2012</p> <p>July – August 2012</p> <p>Monthly</p>				
Professional development to support students with disabilities and English learners						
IP SD	<p>EL Elementary Network collaborative to build capacity among teacher leaders, understand EL student academic challenges, determine support necessary, and implement best practices for instruction.</p> <p>1. Calendar EL Elementary Network dates for meetings</p> <p>2. Arrange for substitute release for participating teachers</p> <p>3. Principal to arrange for collaboration time for all staff.</p> <p>4. Principal and Learning Director set implementation targets for instructional strategies and collect implementation data to give feedback to staff.</p>	<p>July 2012</p> <p>August 2012</p> <p>August 2012</p> <p>Monthly</p>	\$8972		SIG	Principal Learning Director

	5. Principal and Learning Director to report out status of implementation to Assistant Superintendent and PLP Project Lead	Monthly				
IP	EL Support for Core Instruction Site-level implementation of ELD/ELA Standards Maps, incorporating academic vocabulary and sentence frames into planning of standards-based lessons to scaffold English learner access to grade level content. <ol style="list-style-type: none"> 1. Principal to establish expectations for lesson planning and use of academic vocabulary and sentence frames for core instruction 2. Schedule time for grade levels to work on curriculum support during weekly planning 3. Learning Director to work with grade level leadership to determine appropriate academic vocabulary and sentence frames in lesson planning 4. Academic Coach to provide modeling and planning support as directed by the Learning Director 	July 2012 July – August 2012 Monthly Weekly	-0-			Principal Learning Director
PD IP	KCSOS Professional Development for EL <ol style="list-style-type: none"> 1. Generate contract with KCSOS 2. Calendar dates for Professional Development 3. Arrange for substitute release for 	July 2012 July – August 2012 August 2012	\$13,658		SIG	Asst. Supt. Principal Learning Director

	participating teachers 4. Principal to arrange for collaboration time for all staff to share out best practices. 5. Principal and Learning Director set implementation targets for instructional strategies and collect implementation data to give feedback to staff. 6. Principal and Learning Director to report out status of implementation to Superintendent, Assistant Superintendent, and PLP Project Lead	August 2012 Monthly Monthly				
Technology-based supports and interventions:						
IP	Learning Software: Software to target gaps in student learning for intervention 1. Generate contract for license fee with preferred vendor 2. Arrange professional development for technology intervention specialists, Learning Director, Academic Coach, district office staff 3. Develop schedules for access for students and staffing schedules, to include before and after school, during school, and during recesses and lunch 4. Learning Director to review reports of student progress weekly 5. Learning Director will report monthly on student progress and program	July 2012 July – August 2012 August 2012 Weekly Monthly	\$23,200		SIG	Asst. Supt. Principal Learning

	effectiveness to Assistant Superintendent and Principal					
Increasing Learning Time and Creating Community-Oriented Schools						
Establish schedules and strategies that provide increased learning time:						
ILT	Computer lab to be accessible to students before school for computer-based learning software to target gaps in student learning for intervention <ol style="list-style-type: none"> 1. Hire 6 Technology Intervention Specialists (classified) 2. Develop schedules for access for students and staffing schedules for computer labs 3. Learning Director to review attendance, time on task, and reports of student progress weekly 4. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal 	<p>July – August 2012</p> <p>August 2012</p> <p>Weekly</p> <p>Monthly</p>	\$203,736		SIG	Principal Learning Director
ILT	Extended learning opportunities after school two times per week in 6-week sessions. <ol style="list-style-type: none"> 1. Develop schedules for staffing schedules and access to computer-based learning for students 2. Post positions and hire staff from throughout the district 3. Determine pre- and post-assessments to be used for academic intervention sessions 4. Recruit students for participation in after-school sessions 	<p>July – August 2012</p> <p>July – August 2012</p> <p>Each benchmark period</p> <p>August, October, January</p>	\$46,135		SIG	Asst. Supt. Principal Learning Director

	5. Learning Director to review attendance, time on task, and reports of student progress weekly 6. Learning Director will report monthly on student progress and program effectiveness to Assistant Superintendent and Principal	Weekly Monthly				
ILT	Summer Acceleration Academy Grades 1st – 6th grade – June 2013 1. Schedule dates, number days, and hours of operation for Summer Acceleration Academy 2. Generate contract with DataWorks for Step Up Academy during Summer 2012 3. Teacher leadership to determine standards for preteaching during summer academy for lesson development by DataWorks 4. Recruit students – open enrollment to all students in the school 5. Hire staff for summer academy, including teachers and classified staff, such as clerical support, activity directors, technology intervention specialists 6. Schedule training for staff, including modeling of instruction 7. Arrange for all summer academy supports, including pre- and post-assessments, surveys, student handbooks, teacher power points 8. Make arrangements for food	December 2012 December 2012 February 2013 February – March 2013 February – March 2013 April – May 2013 January 2013 March – April 2013	\$114,805		SIG	Asst. Supt. Principal Learning Director

	<p>services (part of summer feeding program, free to all students)</p> <p>9. Include information about summer academy at SSC, ELAC, and Booster Club meetings</p> <p>10. Schedule and hold parent workshop to inform parents of focus of summer academy to enhance the academy experience</p>	<p>Spring 2013</p> <p>May 2013</p>				
Provide ongoing mechanisms for family and community engagement:						
FCE	<p>Student Planners</p> <p>Customized School planners for Palm Avenue</p> <p>1. Select vendor for planners, recommend Character Counts!</p> <p>2. Generate Purchase Order for planners</p> <p>3. Determine cover design, school-specific pages, and other customized features</p> <p>4. Include information on planners to parents at Back-to-School night</p> <p>5. Discuss with parents ways planners could be used more effectively during regularly scheduled SSC, ELAC, and Booster Club meetings.</p> <p>6. Give feedback on effectiveness to teachers and monitor implementation of practice</p>	<p>July 2012</p> <p>July 2012</p> <p>July 2012</p> <p>August – September 2012</p> <p>Ongoing</p> <p>Quarterly</p>	\$3375		SIG	Principal
FCE	<p>Parent Resource Center will be open and staffed two evenings per week from 4:00 – 7:00 p.m.</p> <p>1. Determine classified staff coverage</p>	<p>August 2012</p>	\$13,238		SIG	Principal Learning Director

	<p>from pool of Technology Intervention Specialists</p> <p>2. Order primary language books and other instructional resources for parent check-out.</p> <p>3. Contact KCSOS for opportunities for training and resources for parent involvement make-it, take it activities, fluency folders, and games</p> <p>4. Contact the high school district for possible student volunteers to provide homework help</p> <p>5. Recruit and train community volunteers/parents to read with students.</p>	<p>July – September 2012</p> <p>July – September 2012</p> <p>July – August 2012</p> <p>August - Ongoing</p>				
FCE	<p>The Palm Avenue library will open one morning per week to support a summer reading program.</p> <p>1. Principal to arrange for library access and staffing</p> <p>2. Principal and library clerk will develop a summer reading incentive program</p> <p>3. The school's automated calling system will notify families of library availability, hours of operation, and summer reading incentives</p> <p>4. Recruit and train community volunteers/parents to read with students.</p> <p>5. Principal and library clerk will reward students who read over the summer</p>	<p>July 2012</p> <p>July 2012</p> <p>Weekly</p> <p>Move to 2012</p> <p>August 2012</p>	\$1,828		SIG	Principal

FCE	The Palm Avenue library will open two evenings per week to support family involvement with reading. <ol style="list-style-type: none"> 1. Principal to arrange for library access and staffing 2. Principal to work with staff to order additional library books to meet increased demand 3. Principal and library clerk will develop a parent involvement reading incentive 4. The school's automated calling system and marquee will notify families of library availability and hours of operation 5. Principal and library clerk will work with Booster Club to develop rewards for families who take advantage of the extended library hours. 	<p>August 2012</p> <p>August 2012</p> <p>August 2012</p> <p>Monthly</p> <p>Ongoing</p>	\$28,238		SIG & Cat. Fund	Principal Learning Director
FCE	Parent Education and Empowerment classes will be offered during the 2013-13 school year. <ol style="list-style-type: none"> 1. Select provider, such as PIQE 2. Generate contract with provider 3. Schedule parent education classes and recruit parents 4. Conduct parent education activities 5. Get feedback from parent leader groups at SSC, ELAC, and Booster Club 6. Monitor implementation and design activities to maintain effort 	<p>July – August 2012</p> <p>August – September 2012</p> <p>August – September 2012</p> <p>2012-2013</p> <p>Ongoing</p> <p>Spring 2013</p>	\$15,000		SIG	Principal Vice-Principal

FCE	Palm Avenue will hold Parent Conferences with first, second, and third quarter report card periods. <ol style="list-style-type: none"> 1. Principal to work with teacher leadership to schedule parent conference windows. 2. Principal to meet with teacher leadership , parent groups, and student council to review 2010-11 attendance and get input for incentives to get 100% of parents at parent conferences 3. Principal to make arrangements for incentives. 4. Principal to arrange for adequate translators during conference windows 5. Principal to develop agenda for topics to be covered at each conference 6. Office staff generate sign-in sheets for all teachers with pre-printed lists of student and parent names 7. Teachers conduct conferences and turn in agendas and sign-in sheets to principal 8. Principal to send letters home to parents who did and did not attend conferences as a follow up 9. Principal to report out parent conference attendance to SSC, ELAC, Booster Club, and to superintendent 	<p>July – August 2012</p> <p>August –September 2012</p> <p>September – October 2012</p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>At end of conference week</p> <p>Quarterly</p> <p>Quarterly</p>	\$6200		SIG	Principal Learning Director
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FCE	Parenting Support Group <ol style="list-style-type: none"> 1. Contact KCSOS, local community groups, and district resources to find training for site staff, if needed 2. Principal and Vice Principal to identify parents for inclusion in the Parenting Support Group 3. Schedule and hold parent support groups 4. Monitor students for impact on behavior and engagement in school 	September 2012 Ongoing Weekly Ongoing	\$1997		SIG	Principal Vice Principal
Creating a safe school environment:						
ILT SD FCE	Principal and Vice-Principal will establish a safe school environment. <ol style="list-style-type: none"> 1. Activity directors will be hired for before school, recess, and lunch to implement play-based recess program 2. Vice Principal will meet monthly with all campus supervisors to review playground safety and referral rates, and to conduct professional development 3. Principal, Vice Principal, and Learning Director to be visible on campus and in front of school before school and at dismissal. 4. Principal and Vice Principal will monitor effectiveness of Conflict Mediation 5. Principal to report results to Superintendent at quarterly goal-monitoring meeting 	July – August 2012 Monthly Daily Monthly Quarterly	\$69,236		SIG	Principal Vice Principal

	6. Survey all students in grades 4-6 as to school connectedness, safety, and assets to plan activities for 2013-13	Spring 2013				
SD ILT FCE	Palm Avenue will implement a student Conflict Mediation program. <ol style="list-style-type: none"> 1. Contact KCSOS to inquire about conflict mediation training, if needed 2. Order Conflict Mediator t-shirts, sweatshirts, and baseball caps in a bright color (like yellow) so they will be easily identifiable on the playground 3. Order necessary supplies 4. Select and train 5th – 6th grade students to be Conflict Mediators on the playground before school, recess, and during lunch. 5. Introduce Conflict Mediators to student body at an assembly or other venue to raise student awareness of the option for problem-solving support on campus 6. Meet bi-weekly with Conflict Mediators to continue training and build mediation skills 7. Monitor effectiveness of Conflict Mediation, referrals, and suspensions 	<p>July – August 2012</p> <p>August 2012</p> <p>August 2012</p> <p>August – September 2012</p> <p>September – October 2012</p> <p>Bi-weekly</p> <p>Ongoing</p>	\$1,200		SIG	Principal Vice Principal
Improve school climate and discipline:						
FCE	Training for office staff in customer service and communication <ol style="list-style-type: none"> 1. Principal to schedule monthly 	July – August 2012	-0-			Principal

	meetings with all clerical staff at site 2. Principal holds monthly meetings with all clerical staff to provide training and feedback on customer service and communication skills 3. Include customer service, phone etiquette, and communication skills as part of evaluation of staff. 4. Discuss topic with parent leaders at SSC, ELAC, and Booster Club to get input on improvement of service and suggestions for areas of growth	Monthly February – May 2013 Ongoing				
SD FCE	Student Council Training 1. Contact KCSOS for information on Student Council leadership training held annually at Bakersfield College 2. Enroll Palm Avenue in Leadership training and determine staff chaperone to accompany Student Council 3. Conduct Student Council elections and meet with council monthly at minimum 4. Debrief with Student Council after training and discuss ways to incorporate what they learned at monthly meetings	August 2012 When available Monthly Ongoing	\$530		SIG	Principal Vice Principal
ILT SD	Kinder Camp – 75 students for 3.5 hours instruction time 1. Schedule dates, number of days, and hours of operation for Summer Kinder Camp 2. Teachers leadership to determine	July 2012 July 2012	\$13,071		SIG	Principal

	standards for preteaching during summer Kinder Camp					
	3. Recruit students – open enrollment to all incoming kindergarteners	July 2012				
	4. Hire classified staff for Kinder Camp	July 2012				
	5. Arrange for all supports, including curriculum and supplies	July 2012				
	6. Purchase Kinder Camp t-shirts	July 2012				
	7. Make arrangements for food services (part of summer feeding program, free to all students)	July 2012				
	8. Include reports about Kinder Camp at SSC, ELAC, and Booster Club meetings	August – October 2012				
FCE	Kindergarten Orientation		\$699		SIG	Principal
	1. Schedule date and time for Kinder Orientation	July 2012				
	2. Teachers to determine information to be covered during Kinder Orientation	July 2012				
	3. Notify parents	July 2012				
	4. Hire classified staff for Kinder Orientation, including translators	July 2012				
	5. Arrange for all supplies, books, and homework packets	July – August 2012				
	6. Include reports about Kinder Orientation at SSC, ELAC, and Booster Club meetings	August - October 2012				
Providing Operational Flexibility and Sustained Support						
Operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes:						
OF	Support with development of Single Plan for Student Achievement to design goals		\$3,000		SIG	Superintendent

	<p>that will incorporate activities with SIG and DAIT as needed</p> <ol style="list-style-type: none"> 1. Utilize workshops and support offered through KCSOS for advisement with SPSA plan development 2. Schedule quarterly meetings with KCSOS staff, Pivot Learning Partners, district office staff, and site leadership 3. KCSOS to prepare formal implementation report of findings 	<p>August – October 2012</p> <p>July – August 2012</p> <p>Quarterly</p>				<p>Asst. Supt. PLP Project Lead</p>
Ongoing intensive technical assistance:						
TA	<p>Pivot Learning Partners English Learner support – 4 days @ \$1500 = \$6000 Embedded Support for EL Program – 10 days @ \$1250 = \$12,500 District Coaching – 30 days @ \$1500 = \$45,000 Site Coaching – 16 days @ \$1250 = \$20,000 Pivot Learning Partners will provide coaching support at the site and district level. Included will be building site and district capacity for sustaining the work at the conclusion of the grant period, including expanding a community-wide collaborative of faith-based, business, service organizations, professional organizations, child services departments, Paramount Farms, and so forth, to provide support in achieving academic excellence.</p>	<p>Delineated and detailed under each activity throughout the implementation chart and budget narrative</p>			SIG	<p>Superintendent Asst. Supt. PLP Project Lead</p>

TA	District Support Staff providing on-going support to all SIG efforts at Palm Avenue – Indirect costs	June 2010 – June 2011		\$26,543	SIG	CBO
TA	KCSOS monitoring of SIG Grant implementation <ol style="list-style-type: none"> 1. Generate contract with KCSOS 2. Schedule three meetings with KCSOS staff, Pivot Learning Partners, district office staff, and site leadership 3. KCSOS to prepare formal implementation report of findings 4. Superintendent to include SIG progress quarterly during Superintendent's Report agenda item to Board of Trustees 	<p>July 2012 July – August 2012</p> <p>Three times per year</p> <p>Three times per year</p>		\$4,500	SIG	Superintendent Asst. Supt. PLP Project Lead